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Carrera de Lengua y Literatura Inglesa

**Design of lesson plans, booklet with activities and material for teaching english to
children from 3 to 5 years old at the University of Cuenca daycare**

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Resumen

Este trabajo de investigación analizó las necesidades en el proceso de enseñanza aprendizaje de los niños del centro infantil Angelitos de la Universidad de Cuenca con el objetivo de diseñar una guía que contenga planes de clase, actividades y materiales para la enseñanza del idioma inglés por parte de los docentes de la guardería. Además, se presentaron resultados significativos mediante el uso de una combinación de métodos que permitieron señalar la información obtenida de una manera efectiva. Los resultados mostraron las diferentes necesidades que sirvieron de base para desarrollar estrategias, metodologías, actividades y materiales de aprendizaje para enseñar inglés. Esta guía podría ayudar a los educadores preescolares de la guardería de tal manera que estos sean capaces de brindar un estilo de enseñanza adecuada en el idioma extranjero (inglés) evitando así llevar a cabo clases sin una previa planeación. Por lo tanto, esta propuesta es la posible solución a este problema.

Palabras clave: Guardería. Planes de clase. Actividades. Materiales. Enseñanza. Aprendizaje. Estrategias. Metodologías. Guía. Inglés.



Abstract

This research paper analyzed the needs in the teaching-learning process of the kids from Little Angels Children's Center of the University of Cuenca with the aim of designing a guide that contains lesson plans, activities, and materials for the teaching of the English language by nursery school teachers. Data were obtained through the use of a combination of methods that allowed the researcher to point out the information obtained in an effective way. The results showed the different needs that served as a basis to develop strategies, methodologies, activities, and learning materials for teaching English. This guide could support preschool daycare educators in such a way that they might be able to impart an adequate daycare teaching style of a foreign language (English) while avoiding the conduction of classes without previous planning. Therefore, this proposal is a possible solution to this problem.

Key words: Daycare. Lesson plans. Activities. Materials. Teaching. Learning. Strategies. Methodologies. Guide. English.



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Dedication

This thesis work is dedicated to God, my parents Ivan and Marithza, as well as my sister Ivana. To God because he has guided and given me the strength to reach each one of the objectives that I have endeavored to reach. To my parents and sister because they have worried about my wellbeing and education my whole life. They have put their entire trust on me without any doubt of my intelligence and capacity to overcome every single challenge that has been presented to me. Thanks for being my inspiration every day. I could not be the person that I am now without you. I love you with all my life.



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Design of Lesson Plans, Booklet with Activities and Material for Teaching English to Children from 3 to 5 Years Old at the University of Cuenca Daycare

Introduction

This research is aimed at identifying the different needs at the University of Cuenca Daycare Center as well as to provide the teachers with a short booklet with lesson plans, materials, and activities to teach English to children and to motivate educators English beginning at very early ages.

The different theories about child development on which this research is based are the cognitive development theory by Piaget, stages of psychosocial development theory by Erikson, the sociocultural theory of cognitive development by Vygotsky and multiple intelligences theory by Gardner. The analysis of these theories, the national curriculum for preschoolers, and children's needs regarding learning at the daycare center from the University of Cuenca are fundamental keys to determine and consider some specific aspects at the moment of designing the booklet. These aspects are areas of teaching, children's motivation, learning activities, topics for teaching, methodologies and strategies for teaching, learning materials, daycare needs, preschool English importance, multiple intelligences, and the English learner's age.

The booklet contains a set of lesson plans, activities, and materials, which might be a useful tool to promote the teaching of English to young children at the daycare center. Currently, English is not part of the curriculum for preschoolers, so the teachers of the daycare center impart voluntary English lessons because it is an important language to learn from a very early age. Therefore, the researcher has made a guideline as a practical tool for the daycare teachers, which is specially designed to fulfill the English learning necessities of preschool children.



This research study is organized into five different chapters. The first chapter includes the rationale for carrying out this project as well as the objectives, background, statement of the problem, and research questions. The second chapter presents the theoretical framework and the review of relevant research or studies related to the topic of this work. The third chapter pointed out the research approach and design used to conduct the study. It has detailed information about the participants, setting, data collection process and analysis. The fourth chapter describes the results and interpretations. Finally, the fifth chapter shows the conclusions, recommendations, and future research possibilities. Additionally, the booklet is included in the appendices.



1. First Chapter - Research Description

1.1. Background

The daycare center of the University of Cuenca was created in 2000 with the goal of avoiding a high students dropout rate. Many students were forced to abandon their studies because they did not have a place to leave their children, thereby restricting their chances of improvement in an increasingly competitive society. However, nowadays students who are parents have the opportunity to study, and at the same time, they have specialized people that take care of their children.

According to Ordoñez (2008), “7,780 women study at the University of Cuenca, which is an equivalent of 60 percent of the students. Among these students, 40 percent are mothers, which means that 3,000 moms are studying” (para.2).

This center was financed by the University of Cuenca and the Women’s University Association (AFU) with an amount of \$ 65,000, which included the building itself and all the equipment needed. As this daycare center is for the children of students who are mothers, the student leader said that this service would be free of charge. Therefore, the director had conversations with organizations such as Operation Infant Rescue (ORI), the Institute for Child and Family (INFA), and the Ministry of Education with the goal of seeking mutual aid agreements (Ordonez, 2008).

This small center has four classrooms and its capacity is just for 80 children in the age range from 1 to 5 years. Kids are separated into two groups. The first group consists of children from 1 to 2 years and the other group from 3 to 5 years. To attend this center, students need to pass a selection process, which consists of the fulfillment of some requirements and responds to an interview. Once the students are approved, they have to receive the schedule of the center. The daycare is open from 8:00 am to 6:00 pm (Ordonez, 2008).



Finally, it is necessary to remark that the daycare is known as Little Angels Center for Beginning Education of the University of Cuenca (*Centro de Educación Inicial Angelitos de la Universidad de Cuenca*). It has five teachers one is the principal plus four additional teachers. These people are the ones who are in charge of taking care all the children from the daycare center.

1.2. Statement of the problem:

To begin with, it is fundamental to indicate that it is a good idea to teach English to children because they learn new things in a faster and easier way as Breon (2014) stated, “children learn information quickly. Also, children who are exposed to multiple languages at a young age have much easier time processing and remembering the information they receive” (para.1).

Additionally, according to Dunn (n/d), “children are natural language acquirers; they are self-motivated to pick up language without conscious learning. They have the ability to imitate pronunciation and work out the rules for themselves” (para.1).

Furthermore, English is very useful in a child’s future because it is considered the lingua franca spoken all over the world. It opens many doors as well as provides opportunities in multiple fields and vocations, which are more often available to anyone with this ability. As stated by Zazulak (2015) “learning English opened to me the doors to the world and my dreams” (para.1).

Therefore, the Ecuadorian National Curriculum of Foreign Languages (2016) asserted that the teaching of English at an early age has become increasingly important in the field of educational research, not only here in the country, but also in the rest of the world. This subject has been addressed from different perspectives and for different purposes in various countries all over the globe.



Additionally, the Ministry of Education from Ecuador (2016), in the area of foreign language teaching (English) has established some guidelines for curricular processes that function as pedagogical orientations for teachers in the area as well as standards of competence in the English language for both primary and secondary instruction. However, there are shortcomings in the preschool level because the National Curriculum for Preschoolers (2014) does not have guidelines to regulate and guide the approach to English teaching in the first years of schooling. There are some guidelines for other areas, but not for English. Consequently, most English teachers at the preschool level develop classes according to their knowledge, experiences, and beliefs. In our country, the preschool level is not taken into account for professional training in the teaching of foreign languages, only secondary education and some levels of primary education are involved. This issue results in the impossibility of providing common bases for the acquisition of English as a foreign language from a very early age.

Tully (2015) indicated that the role played by the English teachers in this stage of schooling is essential for language learning because educators are the ones who have the responsibility of providing the proper approach to teach English. In addition, such orientation in the preschool period could result in a favorable attitude for language learning because children could have bases for both the skills and competences needed for the foreign language to be developed in the following levels of education.

The University of Cuenca provides child care where the teaching of English is being carried out. However, it is done in a spontaneous and improvised way, which means that classes are imparted anytime educators want without having a previous plan. Therefore, an important point that needs to be taken into account is that teaching without lesson plans is not an adequate method to follow because according to Nesari (2014) “a lesson plan answers the questions what, when, where, with which method pupils should learn, and how they should



be assessed. Lesson planning is one of the key factors in the educational process” (p. 25). For instance, to teach something, it is necessary to have an advanced plan for what is going to be performed in the class. In this way, educators could avoid wasting time, using inappropriate teaching strategies, having unexpected situations, and employing unrelated content that cause these young children to miss out on the educational objective. Incorporating lesson planning is essential, as Alshehhi (2015) has stated,

Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more, thus helping students to reach objectives more easily and with less management. The better prepared the teacher is, the more likely she or he will be able to handle whatever unexpectedly happens in the lesson. (para.1)

In addition, it is important to say that at the daycare center, there is a lack of English didactic material for children and that is why their learning could be limited. According to Delacruz (2017), “materials enhance the teaching-learning process by exhibiting necessary information to acquire knowledge and skills” (p.1). Therefore, if there is a lack of resources, children cannot receive adequate education and cannot be exposed to a proper teaching and learning environment.

Sharma (2016) affirmed that nowadays the teaching of the English language in educational institutions has become relevant. For this reason, at the daycare center of the University of Cuenca, there is a concern about this issue, which is why the teacher of the center imparts English classes even though this language is not in the preschool curriculum given to them by the Ministry of Education. The reason for this fact is simple, the teacher of these children wants them to learn at least some basic elements of the English language.

All of the mentioned aspects are necessary to design a booklet with lesson plans and activities for teaching the basic elements of the English language to children at the daycare



center and avoid improvisation when instructing the kids without prior and appropriate lesson planning. The booklet could be useful for both teachers and learners because teachers could use the booklet in order to teach English using adequate lesson plans, activities and materials while children could learn English early on.

1.3. Research Questions:

What are the learning needs that children from the University of Cuenca daycare have?

What activities and resources may help children at the University Daycare Center to learn English according to the perceived needs and what has been established by the Ministry of Education?

1.4. Justification

Graham (2011) claimed that children at early ages could develop their brain to the maximum in terms of language because they are just beginning to discover or experience things for the first time and they have not established specific patterns of speech yet. Therefore, they are in a unique position to receive new information in a natural way meaning that they are very receptive to learning anything.

In addition to that fact, Khristianawati (2012) also affirmed that, “the brain, at early ages, organizes a language skill and it has the most rapid growth” (para.2).

Furthermore, according to the National Academy of Science (2001),

Children come into the world eager to learn. The first five years of life are a time of enormous growth in linguistic, conceptual, social, emotional and motor competence.

Right from birth, a child is an active participant in that growth, exploring the environment, learning to communicate, and in relatively short order, beginning to construct ideas and theories about how things work in the surrounding world. (p.2)



Therefore, it is necessary to incorporate and apply different strategies, activities, methods and resources according to the age, abilities and level of development of the children that attend classes at the daycare center of the University of Cuenca. These elements will help children to develop their brain, skills and way of thinking to the maximum.

It is essential to highlight that the materials that were chosen and constructed for children had as a main basis different theories of learning, guidelines provided by the preschool national curriculum, as well as the analyzed children needs at the University of Cuenca Daycare. Consequently, if the materials are well prepared, they could attract children's interest and attention allowing kids to learn a great variety of things.

Another important point is that if children are immersed in early foreign language education, they could learn to communicate using another language that is different from their native one, which is a positive thing because it could provide a lot of opportunities in their future lives. Therefore, as English is very necessary for different fields, it is very important that children begin to learn it as early as possible.

In addition, it is necessary to emphasize that this project is important because its author intends to contribute to the educational process of the children from the University of Cuenca daycare in such a way that kids could learn at least some basic elements of the English language by designing appropriate lesson plans, activities and materials that satisfy their learning needs.

1.5. Objectives

1.5.1. General Objective:

To design a booklet with lesson plans, appropriate activities, and resources for teaching English to children at the University of Cuenca Daycare Center.



1.5.2. Specific objectives:

To analyze children's needs regarding learning English.

To analyze the topics and contents established by the Ministry of Education for pre-school.

To design lesson plans, activities and material that suit the needs of the daycare children at the University of Cuenca.



2. Second Chapter - Theoretical Framework and Literature Review

2.1. Theoretical Framework

2.1.1. Theories of learning

According to Cherry (2017), the different theories of child development and foreign language learning provide a framework for thinking about the way in which children grow, develop skills and learn new things, especially a foreign language. The understanding of these theories can provide teachers with useful insights into both the individual and societal influences on early development as well as an understanding of what activities children are able and unable to perform at certain ages in terms of language learning. Those aspects are key factors for preparing lesson plans, which includes proper activities and material to impart English classes to children in a daycare center. This chapter will briefly review the major child developmental theories, main foreign language learning theories, national curriculum for preschoolers, lesson planning, activities, materials, and needs analysis.

2.1.1.1. Learning Theories Concept

There are many different definitions about learning theories but for this study, the concept stated by James (2012) is going to be considered. He said that,

Learning theories are an organized set of principles, which explain how individuals acquire, retain and recall knowledge. By studying and knowing the different learning theories, we can better understand how learning occurs. The principles of the theories can be used as guidelines to help select instructional tools, techniques, and strategies that promote learning. (para.1)

Once the concept was presented for this work, some specific learning theories will be reviewed.



2.1.1.2. Jean Piaget's Theory of Cognitive Development

Sullo (2011) stated that Jean Piaget was a well-known Swiss biologist and psychologist renowned for being the first to note that children play an active role in gaining knowledge of the world. Piaget constructed a highly influential model of child development and learning, which has caused a great impact in the way we perceive how a child grows and gains knowledge. Before Piaget proposals, it was generally thought that children were passive organisms molded by the environment where they grew.

Piaget instead said, “children can be thought as little scientists who actively construct their knowledge and understanding of the world” (as cited in Lynette, 2016, p.118).

Also, Piaget's cognitive theories of child development were focused on how a child's thought and learning processes change over the course of childhood (as cited in Lynette, 2016). Therefore, he proposed a stage theory of cognitive development, which was focused on four distinct stages that kids pass by as they progress from birth to adulthood

Cherry (2017) said that Piaget talked about four learning stages for which children go through. These are the following ones:

1. The Sensorimotor Stage
2. The Preoperational Stage.
3. The Concrete Operational Stage
4. The Formal Operational Stage

From the four stages mentioned above, the preoperational stage is the one that perfectly fits into the context of this project. Consequently, a brief description of this stage is necessary to understand better how a child from three to five years learns.

The Preoperational Stage is characterized by rapid growth in terms of development and occurs between the ages of two and seven. At this stage, children still lack the ability to



mentally manipulate information and struggle to see things from other people's point of view. Instead, they have the capacity to reason, have a logical train of thought and representations of existing things through symbols and objects. Likewise, during this period, children's language, thinking, imagination and problem solving are developed faster as children can recognize the properties of the objects that are around them even if there are some changes that make things look different. Besides, in this stage, they start improving their speaking skills; that is why a great deal of language development takes place during this period (as cited in Cherry, 2017).

In addition, Piaget suggested that children need a curriculum that supports their logical steps of development by the fact that they are capable of learning certain type of material at specific stages during their cognitive process, having as a result the gaining of an active intellectual role in learning (as cited in Cherry, 2017).

This information allowed the researcher to figure out some learning characteristics of kids from three to five years (focused ages in the project) to design a booklet with the lesson plans, activities, and materials in such a way that the needs of the preschool children from the University of Cuenca Daycare could be satisfied.

Other relevant aspect given by Piaget's theory was known as the cognitive development process of learning, which is going to be introduced below.

2.1.1.2.1. Process of Cognitive Development

According to Piaget, cognitive learning needs to follow a process, which is made up of four stages. These stages are disequilibrium, adaptation, assimilation, and accommodation.

1. Disequilibrium. - It is the incorporation of new knowledge based on previous experiences (as cited in Shulman & Capone, 2013).



2. Adaptation. - It occurs when children compensate for their disturbance and solve a specific conflict between previous knowledge and new experiences acquired (as cited in Shulman & Capone, 2013).

3. Assimilation. - It comes about when children attempt to incorporate a new stimulus into existing cognitive schemas (as cited in Shulman & Capone, 2013).

4. Accommodation. - It happens when a new stimulus does not fit into existing cognitive schemas, so new schemas are developed in order to integrate new information.

This learning process gave the study different clues to understand how children acquire knowledge looking the relation to what they already know and the new information that they are acquiring (as cited in Shulman & Capone, 2013).

Furthermore, Shulman and Capone (2013), in their research concerning Piaget, stated that children need to reach a specific learning accomplishment profile that consists of a series of screening and assessment tools that are used to measure developmental skills in children from their birth through their first five years of life. This profile is known as LAP (Learning Accomplishment Profile) which is available in different versions such as English and Spanish. It allows the understanding of language learning process, cognitive development, and other skills in children. This kind of profile is commonly used with preschoolers because its results are successful in setting the curriculum guides that can be used in the classrooms. Therefore, LAP can be useful in the sense that it will help the researcher to have background information to consider specific aspects regarding how children pass through a cognitive process of learning as well as which skills children have already developed in order to accurately design the booklet with the lesson plans, activities and materials.

Another theory of child development that is characterized by stages is the one established by Erickson.



2.1.1.3. Erik Erikson's Stages of Psychosocial Development

Erikson is recognized in the educational field by his theory of psychosocial development. He believed that the development in humans occurs throughout one's life span. His theory provided new insights into the construction of a healthy personality and emphasized the social and emotional aspects of growth. He also said that children's personalities are developed in response to the social environment in which they grow. Erikson's theory is composed of eight different stages that include a social conflict or crisis in each one. These are not generally tragic situations but they require solutions. Erikson believed that each stage must be resolved before children can ascend to the next stage. Therefore, teachers and parents play a powerful role in recognizing each stage by providing support to the children and in that way helping them to overcome each crisis (as cited in Herr, 2016).

Erikson's psychosocial theory explained eight interrelated stages from the early childhood years until adulthood. These stages are:

1. Infancy
2. Toddler Early Childhood Years
3. Preschooler
4. School age child
5. Adolescent
6. Young Adult
7. Middle-aged adult
8. Late adult

All the stages gave an extended view of the human development. However, the stage on which the project is going to be focused on is one that occurs during the early childhood years. This stage is called Preschooler.



Preschooler: This stage occurs from three to five years old. During this period, children experience a desire to imitate the adults who surround them and take initiative in creating play situations. They start to make up stories with dolls, toy phones and miniature cars, playing out roles in a trial universe and experimenting with the blueprint for what they believe it means to be an adult. They also begin to use the wonderful word for exploring the world which is “Why?” (as cited in David, 2013).

Taking into account the previous information, the researcher has realized that it is crucial to know what activities a child is able and not able to do at some specific ages. The information obtained from Erickson’s theory supports the selection of appropriate activities and materials when designing the lesson plans.

Another important theorist who worried about child development was Lev Vygotsky. His theory differed from the other theories in the way that he presented it and the aspects that he considered.

2.1.1.4. Lev Vygotsky’s Sociocultural Theory of Cognitive Development

Psychology Notes HQ (2017) described Vygotsky as a famed psychologist who gained worldwide recognition in education by his work known as the Sociocultural Theory of Cognitive Development. This organization also affirmed that Vygotsky’s sociocultural theory was responsible for laying the groundwork for constructivism, but Vygotsky’s main assertion was that children are human beings who need to be immersed in different sociocultural contexts because their cognitive development advances through social interactions that allow them to become more skilled individuals. Hence, the most relevant elements in his theory were the following ones:

1. Social development

Vygotsky stated that cognitive development is dependent on how an individual socializes. In other words, cognitive development is dependent of social development. These



previously mentioned skills can be learned by children without the help of someone.

However, these abilities are better developed through interactions with others. Furthermore, this theory highlighted that there are three major themes social interaction, the more knowledgeable other (interaction of child with more experience people), and the zone of proximal development (Psychology Notes HQ, 2017).

1.1 Social Interaction. The first theme states that children are curious and actively involved in their own learning and development. Through this category, Vygotsky emphasized the notion that child development is the direct result of interactions between children and their social environment. Social interaction involves people like teachers, parents, peers, brothers, and sisters (Vygotsky as cited in Lynn, 2014).

1.2 The More Knowledgeable Other (MKO). The second theme states that through social interactions, children experience important steps in learning because they can develop skills in communicating with others. This ability is well accomplished with the help of a more knowledgeable tutor, which is typically a parent or a teacher. In relation to this fact, it is relevant to point out that children usually pay attention to the ways in which the tutor behaves and try to imitate that behavior. Therefore, the tutor role is important because they provide children certain information about behavioral patterns (Vygotsky as cited in Lynn, 2014).

1.3 Zone of proximal Development. The third theme states that ZPD (Zone of Proximal Development) is the area of learning where the MKO assists children in learning. This zone is the space between the actual abilities or skills that children already have and the learning goal they have to accomplish. In this stage, children need special help from an instructor. The goal of the MKO is that children can be less and less involved in activities that require help and become more autonomous. The levels of this development range are related to what a student cannot do and can do with the help of MKO, and what a student can achieve individually. (Vygotsky as cited in Lynn, 2014).



It is worthy to mention that all the categories reviewed are an essential part in the learning process, and it is important to emphasize that getting help is not something negative, rather getting help from someone allows children to learn and understand something provided by the MKO more effectively (Vygotsky as cited in Lynn, 2014).

2. Scaffolding

Verenikina (2003) highlighted that another important aspect of Vygotsky's theory is Scaffolding. It is an instructional concept that has influenced the teaching and learning processes. Also, it uses the role of teachers and others for supporting child development and providing support structures to get to that next stage or level. In other words, teachers have to provide all the needed tools, so children could be able to perform certain assignments without their help; otherwise, kids won't do by themselves.

Additionally, scaffolding is a great tool to use in teaching and learning processes because it helps to design lesson plans that increase the children's motivation and interest in performing different tasks as it enables children to carry out the task, which they would not have been able to manage on their own. It helps children to be skilled enough to fulfill a task by themselves and allows children to achieve some greater level of independent competence as a result of a scaffolding experience (Verenikina, 2003).

Another theory that will contribute to the design of the booklet with the lesson plans, activities, and materials is one that belongs to Howard Gardner.

2.1.1.5. Howard Gardner's Theory of Multiple Intelligences

According to Brualdi (1996), the researcher and professor Howard Gardner was prominent in education due to the fact that he proposed a new view of intelligence that has been widely spread and incorporated into school curricula around the world. One of the most known Gardner's work is called the "Theory of Multiple Intelligences," which has challenged the most salient definitions of intelligence. Brualdi agreed with Gardner's point of view by



saying that intelligence concepts had been limited to mathematical and linguistic abilities only. Therefore, Gardner expanded the concept of intelligence by grouping eight different intelligences that include diverse ways in which people acquire and utilize knowledge.

According to Gardner, Davis, Christodoulou, and Seider (2006), the eight intelligences that humans can have are

1. Verbal-linguistic intelligence refers to the ability that an individual has to analyze certain information and produce different works that involve oral and written language, such as books, speeches, letters, memos, and emails.

2. Logical-mathematical intelligence is related to the ability to develop equations and proofs, make calculations, and solve abstract problems. It is associated mostly with scientific and mathematical thinking.

3. Visual-spatial intelligence allows people to comprehend maps and other types of graphical information. It is also characterized by the creation of mental images in order to solve problems. This intelligence is not limited to visual domains; therefore, Gardner said that this intelligence is also formed in blind children.

4. Musical intelligence enables individuals to identify different pitches, tones and rhythms that produce and make meaning to different types of sound.

5. Naturalistic intelligence refers to the ability to make distinctions among different types of plants, animals, and weather formations found in the natural world.

6. Bodily-kinesthetic intelligence makes reference to the use of one's own body to create products or solve problems. It is related with the coordination of body movements.

7. Interpersonal intelligence recognizes and understands other people's moods, desires, motivations and intentions through the interaction with others.



8. Intrapersonal intelligence refers to people's ability to understand one's own feelings and motivations.

Gardner's Theory of Multiple Intelligences provides a theoretical foundation for recognizing the different abilities and talents of kids. This theory acknowledges that as children do not learn in the same way, they cannot be assessed in a uniform fashion (Sparked in Education, n/d). This theory is important for the booklet design project because the researcher can plan a wide variety of learning experiences that help to improve the traditional system of education. Lastly, this theory could be a meaningful guide for making curriculum decisions in the teaching of young children.

Different theories of learning have been explained in the previous paragraphs; however, in the next ones theories of foreign language learning will be presented due to the fact that they are also important for the project that is being carried out. First of all, some concepts of what theories of foreign language learning mean and then the different theories are going to be introduced.

2.1.2. Foreign language learning perspectives

According to Kramer and Catalano (2015), foreign language learning perspectives are significant paradigms that have resulted from diverse investigations and experiences. These results have increased the knowledge in both scientific and theoretical subjects regarding how students learn and acquire a foreign language.

The main perspectives of foreign language learning introduced by Lightbown and Spada (2013) are

1. The Behaviourist Perspective by Watson explains that a language is learned through extensive drill, imitation, practice, reinforcement (feedback) and habit formation.



2. The Innatist Perspective by Chomsky states that human beings acquire and adapt language in any environment along with input of language or linguistic knowledge.

3. The Cognitive Perspective by Neisser asserts that foreign language acquisition is a conscious and reasoned thinking process, involving the deliberate use of learning strategies. Learning strategies are special ways of processing information that enhance comprehension, learning or retention of information.

4. The Sociocultural Perspective by Vygotsky claims that language is better developed by a learner when he or she is involved in real interactions rather than artificial drills. Also, language acquisition should encourage interaction between the learner's mental abilities and the linguistic environment where they grow.

In addition to these perspectives, it is also relevant to consider the theory of brain development because this theory provides useful information about the importance of foreign language learning from an early age and the impact that it has on the brain (as cited in Alban, 2012).

2.1.3. Theory of Brain Development in Foreign Language Learning

According to Jesen and Yao (2018), brain development is another characteristic that is essential to take into account for understanding how biological functions inside the brain take place during the first years of life. Jesen and Yao did some research studies in order to get information about how the brain works from childhood to adulthood. These studies showed that the young child's brain is highly active because kids learn an incredible number of skills and at the same time a great amount of information in a rapid way in comparison with adults, especially in terms of language. In addition, there is not a specific timeline of a child's brain development, but this growth in the brain can be explained through different stages. At birth, a child's brain has already done a lot of work and growth. However, there is still a lot more growing to do. A child in this stage has almost all the neurons needed for the rest of his or her



life, but the brain has only 25% of the size of an adult's brain. The important fact here is that its cells are not linked. After birth, specifically at the ages of 3 and 6, a child's brain is about an 80% of the size compared to an adult's brain. The links between the neurons called synapses are developed rapidly, which is why this stage is a critical period for learning things, solving problems, getting along with others, and controlling emotions. This neuron linking process at these ages is produced faster than at any other time in life. In other words, at early ages the brain generates a larger number of synapses (neuronal links), allowing a great number of messages pass through the brain to become new knowledge. These neuronal links are brought out in the brain as a result of the child's interaction with the world.

Therefore, anyone with kids knows that they come with their own personalities but many external things can heavily influence brain development. For example, the child's growing brain responds each time to a caregiver or even a teacher that provides sensory stimulation. This stimulation could be in the form of touching objects, talking, reading or singing. It is important to understand what a child can do depending on the age of development. When stimulation occurs, the child's growing brain responds by forming new connections and can learn great number of things.

All the theories previously mentioned have been considered for this project because they have influenced education in a positive way. In addition, they provided relevant information that helped the researcher understand various characteristics of how young learners acquire knowledge in a general way as well as in a specific way having a special focus on foreign language learning.

2.1.4. Curriculum

According to Singh (2012), there are many different definitions of curriculum; therefore, "the concept of curriculum is sometimes characterized as fragmentary, elusive and



confusing. The definitions are influenced by the various modes of thoughts, pedagogies and political as well as cultural experiences” (p.10).

However, for this study the definition by Eisner (2002) is going to be used. “The curriculum of a school or a course or a classroom can be conceived of as a series of planned events that are intended to have educational consequences for one or more students” (p.1).

2.1.4.1. Importance of the Curriculum in Education

According to Glenn (2018),

The curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering a quality education. It identifies the learning outcomes, standards and core competences that students must demonstrate before advancing to the next level. Teachers play a key role in developing, implementing, assessing and modifying the curriculum. An evidenced-based curriculum acts as a road map for teachers and students to follow on the path to academic success. (para.1)

It is also relevant to mention that “a curriculum consists of experiences developed from learners' needs and characteristics (as opposed to the needs of society), and a large measure of freedom for both teacher and learner is a necessary condition for education of this kind” (Smith, 1982, p.140).

By following the curriculum, teachers can have different classroom experiences that are necessary for an active and appropriate class management, which means that “the curriculum research and development ought to belong to the teacher” (Stenhouse, 1975, p.142).



As it was indicated, the curriculum performs a pivotal role in education. Besides, it is significant to show that there are different types of curricula used according to the level or grade of instruction.

2.1.4.2. Curriculum for Preschoolers

According to the Mincemoyer (2015), it is necessary to take into account that in order to teach children, professionals in the area need to know how the national curriculum for preschoolers works because the knowledge of child development and learning enable educators to create a curriculum and an environment that align to government standards and guidelines for early childhood programs, which do not include the learning of English as a foreign language since very early years of life. Many programs in early education must base their curriculum and practice on governmental standards or guidelines because only in that way educational actors can guarantee the parents and children an efficient education. The educational standards are usually based on a common knowledge structure, which is the research foundation of how young children grow and learn. Also, Mincemoyer (2015) said that it is relevant to point out that standards can be an excellent source for understanding developmental stages and milestones for all areas of child development. Consequently, if teachers comprehend how standards provided by the government function in an educational field, educators could easily be aligned to them without any problem, trying that the experiences, activities, and learning environment that they plan to have in class will be based on what is known about typical child development. Therefore, preschool standards and guidelines will be emphasized in the next part.

2.1.4.3. Standards and guidelines for preschoolers

According to the Ecuadorian Ministry of Education (2012), in many countries around the world, there are different educational organizations that regulate the teaching and learning



processes. In Ecuador, this organization is called the Ministry of Education, which has the role of designing and establishing different guidelines and parameters in order that education happens in an appropriate way in distinct institutions. The Ministry of Education has pointed out that in order to establish different standards and guidelines in foreign language learning some critical aspects are important to consider. These factors are related to the context conditions, quality and quantity of the input given by the teachers and more importantly, real language learning by the kids.

Furthermore, it is relevant to indicate that inside the standards or guidelines there are some elements known as learning outcomes, which according to the Centre for Teaching Support and Innovation (2008) are defined as:

Statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program and help students understand why that knowledge and those skills will be useful to them. They focus on the context and potential applications of knowledge and skills help students connect learning in various contexts as well as to help guide assessment and evaluation. Good learning outcomes emphasize the application and integration of knowledge. Instead of focusing on coverage of material, learning outcomes articulate how students will be able to employ the material both in the context of the class and more broadly. (p.3)

As a result, in child early education the establishment of guidelines or directives to complete different activities and tasks during different lessons is important because kids are still in the process of exploring new things, reasoning, finding out the meaning of concepts and understanding a number of life aspects. Consequently, the guidelines or directives of the curriculum are considered a help, guidance and support component for teachers in terms of



understanding the process of child education in their earliest stages of development. (Centre for Teaching Support and Innovation, 2008).

Moreover, in our country the aspects regarding the standards and guidelines that the curriculum for preschoolers takes into consideration are the following ones,

1. Objectives. - At the preschool level, education is concerned with different motor, biological, psychological, ethnic, and social aspects of child development in which family, teachers, and government are involved and to whom falls the responsibility of children formation. Preschool education has as a main goal to help children in the acquisition of essential habits and skills for their learning and development (UNESCO International Bureau of Education, 2006).

2. Learning areas and teaching-learning methods.- involves activities that incorporate different domains like socio-emotional skills, psychomotor skills and cognitive skills as well as communicative skills. Each one of the aforementioned aspects support both teachers and children. For example, socio-emotional activities help children to satisfy their needs and interests by continually channeling their impulses. This process is important for teachers to consider because it is a driver of children's growth and development and helps them to achieve the fulfilling of interactions with people around them and the environment where they grow. Psychomotor activities allow children to develop physical bodily control in association with emotional development and with knowledge in order to build up coordination, speed, accuracy and muscular strength and cognitive activities will stimulate knowledge acquisition in association with socio-emotional and psychomotor development through reciprocal and correlated actions (UNESCO International Bureau of Education, 2006).



The aspect named as learning areas and teaching-learning methods needs to be explained in a more specific way because it helps the researcher to understand what domains should be included in the classes at the moment of lesson planning. Therefore, Smith, Cowie and Blades (2015) affirmed that to understand children's development, it is really important to consider four main areas or domains which are the following ones:

1. **Physical** refers to the body, which allows for the increase in skill and performance of children.
2. **Intellectual** has to do with learning skills of understanding, memory and concentration.
3. **Social-emotional** takes into account the development of children's identities, relationships and feelings about themselves and society.
4. **Communication-speech development** is learning to communicate with friends, family and all others.

Classifying development into these areas makes easier to study children learning because they help to understand better how kids acquire knowledge in an integrative way, meaning that they are linked together inseparably. The understanding of these elements can guide the study to design lesson plans, activities, and materials that contain the four stages through which children go during the preschool stage. In this case, the areas provide data about the aspects that are necessary to take into account when selecting the activities and materials for the lesson plans, which, of course, should integrate the four skills that were already explained previously.

3. Scheduling should be the planned use of activities to help children to develop the skills set out in the plan in a global and integrated manner. In most daycare centers children stay around four hours per day and during that time, they perform different activities such as start-up activities (arrival, cleanliness, attendance check, joint, and planning of work).



Programmed activities (inside or outside activities, snack time, and break). Individual play and closing activities (summary or account of activities and preparation for going home) (UNESCO International Bureau of Education, 2006).

In Ecuador, there are no specific guidelines or standards in the English area for the preschool level. However, it is necessary to incorporate them because nowadays the English language is necessary for future children's lives in terms of studies, communication, business, etc. Consistently, different authorities in charge of education should have as a principal aim to implement the teaching of English in public elementary schools beginning in the child's first years of life in school (Nieto, 2015).

The curriculum standards and guidelines oriented this study to another key point which is lesson planning.

2.1.5. Definition of lesson planning

According to Mares (n/d), lesson planning involves the setting of goals in the development of different activities as well as it helps to determine the materials that should be used in class.

In the same way Milkova (2016) stated that

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components objectives for student learning, teaching/learning activities, and strategies to check student understanding. (para.1)



Lesson planning is composed by some stages. These stages are going to be indicated in the next lines.

2.1.5.1. Stages of a Lesson Plan

Saroh and Fitin (2013) alleged that lesson planning is a distinguished and well-known method that establishes systematic and organized stages that should be followed in a sequential order during a class. They also said that in general terms, a lesson is composed of the following stages:

1. Presentation Stage

It introduces new information and checks learners' comprehension of new material. It is also composed of two main steps, the first one is an introductory activity which is intended to raise students' interest in the topic (warm-up or a lead-in) and the second one is an introduction of the target language to the learners (Saroh & Fitin, 2013).

2. Practice Stage

In this stage the teacher should provide opportunities for students to practice already learned items in a controlled way; it means that its focus is especially on form (Saroh & Fitin, 2013).

3. Production Stage

After learners have completely mastered the form and have learned how to reproduce it without mistakes in controlled exercises, they can move on to the production phase which is free due to the fact that the teacher does not generally intervene or correct learners in this phase. After all, the students should not make mistakes. If mistakes are made, they are pointed out after the exercise has finished (Saroh & Fitin, 2013).

Furthermore, a lesson plan includes some components that guide the educational process.



2.1.5.2. Components of a Lesson Plan

According to Lewis (2018), the components of a lesson plan that also involve the stages mentioned by Saroh and Fitin (2013) are

1. Objectives and goals

In any class the lesson's objectives must be clearly defined and outlined with the district or state educational standards. They help teachers to know what they are trying to accomplish within a lesson, to determine what the students should take away from the lesson, and to be sure that they are successful in mastering the material already prepared (Lewis, 2018).

2. Anticipatory set

It prepares students for the new lesson by exploring their prior knowledge. In addition, it is a phase in which educators try to give an appropriate context to the objectives. This is a key stage for teachers because it helps them to make sure that they are preparing their classes in such a way that students can be able to assimilate new knowledge easily (Lewis, 2018).

3. Direct Instruction

It concerns the writing of the lesson plan in such a way that it explicitly delineates how teachers will present the lesson concepts to their students. Here, it is important to consider the various learning styles within the class and determine what methods of teaching will work better with the students (Lewis, 2018).

4. Guided Practice

It refers to the chance given to the students to practice and apply the skills that the teacher taught them through direct instruction and supervision. It can use either individual or cooperative learning (Lewis, 2018).

5. Closure



It helps the teacher to finish the lesson or the class providing students' further definitions and meanings in such a way that learners can have a better understanding and assimilation of what they have already learned (Lewis, 2018).

6. Independent practice

It shows if students are capable or incapable to complete certain activities or assignments by themselves after a taught lesson (Lewis, 2018).

7. Required Materials and Equipment

It determines what resources are needed to help students to achieve the lesson objectives established at the beginning of a class (Lewis, 2018).

8. Assessment and follow-up

It evaluates the results that have been obtained after a lesson, which means that teachers analyze if the learning objectives were or were not achieved (Lewis, 2018).

From all of the components proposed above, two have a special emphasis in the project. These components make reference to the activities and materials.

2.1.6. Activities

Howe (2009) stated that once teachers have understood how lesson plans work, it is time for them to start looking for activities that are adequate for their students. However, to start activities design or selection is essential to comprehend that preschool children can learn a foreign language without really trying because they absorb language like a sponge, which means that the activities should be well designed or chosen by the teachers because kids get anything exposed to them. Therefore, teachers must facilitate children learning process through selecting adequate activities that enhance and help children development. To do that, Howe suggested educators to take into account the following features about young kids.

- Children learn very quickly.
- Children have much fun learning.



- Children have incredible energy.
- Children see everything as a new thing.
- Children are very curious.
- Children have growing confidence personally in the world.
- Children have a good imagination to imitate adult roles or other type of themes.
- Children are anxious to please and depend on approval, love and praise.
- Children learn to share, take turns and accept rules.
- Children have trouble concentrating and can misbehave and distract other children.

Furthermore, another characteristic apart from the mentioned ones deals with the age.

Age is another key aspect to consider at the moment of selecting or designing activities as Gosalia (2015) said

Education starts from birth, but in order for it to be effective, it must mirror the developmental maturity of the child. By way of illustration, one can easily see how the learning capacity of a 40-year-old is not markedly different from one of a 45-year-old, but the difference in learning capacities of a 1, 2, or 3-year-old are obvious and dramatic. For instance, children process a concept differently at each age. Therefore, in order for preschool education to be more effective, it must take into account the age, that is the developmental maturity or readiness of a child. (para.1)

2.1.7. Materials Definition

Right (2018) defined materials as,

Teaching materials is a generic term used to describe the resources that teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they are being used, to the students in whose class they are being used and the teacher.



Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. (para.1)

This definition was necessary because it emphasized the importance of materials to support students' learning. Additionally, another key point needed for the study is known as needs analysis.

2.1.8. Needs Analysis

According to Haseli (2007), “the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students” (p.2). In addition, Macalister (2010) indicated that needs analysis has a special focus on the objectives and contents of a course since it examines what are the things that learners already know and what things they need to know. He mentioned that needs analysis has as a purpose to find meaningful and useful contents to learn during a study course concluding that good needs analysis involves asking the right questions and finding the answers in the most effective way.

Furthermore, Macalister (2010) also pointed out that there are three different focuses on needs analysis. These focuses are necessities (set of necessary resources in the educational process), lacks (things that learners do not have into the teaching and learning process), and wants (wishes to have all the tools needed to improve education). He also stated that the different instruments for gathering information on needs analysis are questionnaires, personal interviews, observations, informal consultations with teachers and learners as well as tests. Lastly, he claimed that it is not worth gathering needs analysis information if there is no application for it.



For this study, it was necessary to take into account all of the aspects that were mentioned in the previous paragraphs. Only in that way, it was possible to design the lesson plans, activities and materials for children which fit or suit their necessities.

2.2. Literature Review

To understand better how the different theories of learning work in young learners; how a preschool teacher should encourage the process of teaching and learning of a foreign language; and what methods, strategies, activities, and materials work better in the teaching of a target language in young children, it was necessary to analyze different perspectives and points of view of various researchers in order to find useful information that helps to understand how to design adequate lesson plans for the educational field related to foreign language instruction at the preschool level.

Maja and Sindik (2014) described how children acquire or learn a foreign language. These researchers claimed that the most suitable time to start learning a foreign language is at a very early age because, up to certain age, every child learns it as a part of a natural process. In their investigation, they also emphasized different theories of language learning such as the nativist's theory, in which Chomsky argues that there is an innate factor known as Language Acquisition Device; this is a mental program that all humans are born with as part of innate knowledge to deal with language learning. Other important theories are the empiricist's and behaviorist's theories upholding the element of imitating in which Skinner stands out, and the cognitivist's theory that argues that cognition precedes language development. According to Maja and Sindik all of these theories provide an expanded overview about the process and the ways of acquiring a foreign language by using different strategies (retrieval strategies, rehearsal strategies, cover strategies and communication strategies), the phases of language learning (composed by three different phases which are segmentation of the words from fluent speech, identification of the exact grammar structure



and rhythmic classifications of the languages), and the connections to the brain developmental stages. They also stated that in order to evaluate the foreign language learning process at an early age, it is necessary to use two different methods, a simple quantitative method and a micro-genetic research method. A simple quantitative method to encourage intensively the development of those mental and physical competences that are not at some point sufficiently developed and a micro-genetic research method to determine what effects foreign language learning has at an early age. Lastly, they concluded this research by saying that the most suitable age for starting the learning of a foreign language should begin at the preschool age because at that time children are mostly intrinsically motivated. This article is very useful because it provides plenty of information about the learning process in the preschool context, which is the focus group of this project as well as supporting some theories that this project took into consideration to talk about in the theoretical framework.

In the same way, Frydrychova (2012) carried out a research in the Czech Republic where the teaching of English to pre-school children became quite a fashionable trend 10 years ago, and it has been on the rise since. The aim of her study was to indicate educators, parents, and authorities that it is important to encourage the learning of a foreign language among children between 0 and 7 years of age because their learning is faster and easier. In addition, she stated that many different scientists have already proven that children at those specific ages actually have a greater and stronger potential to acquire an infinite amount of new information, which occurs especially when second language learning is concerned. She concluded that early ages play a very important role in the learning of a foreign language for these three reasons: 1) there is great brain development 2) knowledge is acquired easily and 3) there is rapid growth of the cognitive skills in a variety of areas.

On the other hand, Kocamana and Kocamanb (2012) performed a study in Turkey, at the state university. They presented different preschool teacher's opinions in the learning of a

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foreign language, specifically in the area of English at the preschool level. These teachers discussed the effects of a foreign language on children's mental development, the adequate age to start foreign language education and the ways of teaching a foreign language to preschoolers. They performed this research with two different preschool teachers. The first participant was an educator who worked at a Turkish state university and the second participant was an English teacher at a preschool institution. The first participant had been working as an assistant professor in a state university in the preschool teaching department, while the second participant had been working in a private school as an English teacher. The data was collected through structured interviews such as video and written interviews. Once these researchers analyzed the collected data, they found that the two teachers agreed on the beneficial effects of a foreign language education at early ages (greater readiness for school, greater creative abilities, higher general intelligence, superior vocabulary knowledge and awareness of different cultures, and languages), the method of English teaching that might be used in the educational process of young children (scaffolding to facilitate the acquisition of language for children's developing minds with the use of rhymes, songs, games, and imaginative plays), as well as the qualities that preschool teachers should have (know age appropriate activities and understand children development and behavior). However, they differed in the appropriate age to start learning a foreign language because each individual is unique. There are different points of view about the learning of a foreign language at preschool level. However, these divergent aspects will help to consider different elements at the moment of designing the lesson plans for the daycare children.

The previously mentioned aspects lead to another important aspect which is the learning of a foreign language without having troubles in the mother language when there is an appropriate teaching process. The Government of Alberta (2010) presented very useful information about: 1) how young children learn a foreign, second or third language, 2) the



relationship between learning the English language and maintaining the development of the home language and culture, and 3) how to develop effective programming that enhances English language learning for young children through a detailed description of those specific aspects. This guide is really important to be considered because it could help the researcher to know how early childhood professionals should teach ESL children a language that is different from their mother tongue without changing the background where children come from.

Another research that supported the same idea is Bot's study (2014). In his article, he reported a number of projects about early English teaching as a foreign language in the Netherlands. He explained that the focus of these projects was related to the impact of English on the development of the mother tongue and the development of young children's foreign language skills. Also, he provided information about how children learn two languages at the same time without having problems or obstacles in the development of the first language. This research was done with 168 Early Foreign Language Teaching Children (EFLTC) from 14 schools and 26 control children from 3 different schools. The data was collected through three tests: a pretest, applied at the start of school year without teaching English at all, a post-test, carried out at the end of first school year with a duration of 1 year of English and a post-test done at the end of the second school year with the duration of 2 years of English. He found that an early start with English leads to higher levels of proficiency, and that there are no indications that the teaching of English at early ages could interfere negatively on the development of the mother tongue. All of these features already presented need to be considered by the instructors on the teaching of a foreign language especially to young learners. This last aspect brought another essential point that is related to teachers who are in charge of this important task, which is education.



Dagarin and Skubic (2017) stated that the implementation of a foreign language in preschool education has prompted the need for qualified teachers. The authors of this paper claimed that future preschool teachers need to be aware of the importance of foreign language teaching and learning and that their awareness increase with the year of study and preparation in this specific area. However, they said that current studies reported a lack of qualified foreign language educators at the preschool level, which is worrying because nowadays the teaching of foreign languages is introduced earlier and earlier on children's education. The authors of this paper presented some ideas and models of how to train initial and in-service preschool foreign language teachers in Slovenia. In this research, the participants were 90 pre-service preschool teachers. The data was collected through different interviews with preschool teachers. In the results, they indicated that training preschool teachers on early foreign language teaching is important and at the same time advantageous for the educators who are willing to teach foreign languages in Slovenia and elsewhere because they could improve the teaching and learning process.

Moreover, there are many teachers who are not well prepared for the instruction of a foreign language to young children knowing that the role of language in teaching education programs and in children's learning is crucial. Müller (2010) did research related to this subject within the South African education system. He focused on the use of English as the language of learning and teaching and its impact on the language development of English as a second language in young foreign learners. He used an empirical inquiry that consisted of the analysis of portfolios, lesson plans and learners work. Then a comparison of teacher's and learner's written errors was made. He found that there is a big influence of teachers on children's education indicating that when there is limited English proficiency of the teachers, they affect their learners' acquisition of English as an L2 negatively and, subsequently, their



learning. Therefore, he claimed that qualified teachers are needed in order to teach a foreign language to children.

The California Department of Education (2009) did an investigation using information based on current research in the context of preschoolers from California. This program had 15 children in the class from Spanish-speaking, English-speaking, Vietnamese-speaking, Chinese-speaking, Farsi-speaking, and Russian-speaking homes. The teacher was bilingual in English and Farsi, had two bilingual assistants in English and Spanish and some staff members who were bilingual in Vietnamese and English as well as some who were bilingual in Chinese and English. After an extensive analysis, this organization found that the students' needs, learning objectives, and forms of assistance for each child are some of the factors that teachers have to consider in planning the day's activities. In addition, they stated that children use their mother tongue, as well as English in order to learn how to communicate in social interactions. Lastly, they pointed out that planning is not an easy task because each child is completely different.

In the same way, Rodriguez and Varela (2004) investigated young children's foreign language acquisition and learning within the scope of the very early stages of the school system. The aim of their study was to find out the best activities to incorporate in the teaching of the English language at the preschool level in some rural schools in France. They focused their study on different works of other researchers who have significantly contributed to this area of investigation. The participants of their study were French preschoolers of some rural areas. The instruments that they used to collect information were observations. It is relevant to mention that Rodriguez and Valera provided to the teachers a list of activities to use with the preschool children, while teachers were using these activities. They observed the reaction, behavior, and accomplishments of children. Then, through the analysis of the observations, they determined that the activities that worked better in the preschool instruction of a foreign



language are to sing songs, recite rhymes or poems, play with puzzles, build different things, play movement games, dance, jump, etc.

Similarly, Degirmenci and Yavuz (2015) presented a study concerning the teaching of English as a second or foreign language (ESL/EFL) on very young learners (VYL). They had as aim to point out some methods and activities that could be used to teach English to young children in an ESL/EFL context having as starting point young learners characteristics with a special focus on the appropriate language learning age. The participants involved in this study were children whose mother tongue was French, but they were attending North American nursery and infant schools. The researchers used two instruments to gather the necessary information, which were interviews and classes observations. Once all the data was analyzed, they found that some of the methods that enhance children learning at very early ages are scaffolding (have a guide first in order that later be able to perform an activity in an autonomous way), total physical response or TPR (understand and follow different commands given), social interactions (communication with other people), and a holistic approach (formulation of meanings through the use of visuals). In addition, the activities that are more feasible to use with preschool children are playing different types of games, singing songs, drawing pictures, doing puzzles, following command, and telling stories. They concluded that if there is an appropriate use of various methods and activities for teaching English to VYL, teachers can determine what the learners' interests are and have better results in the educational process. Lastly, they emphasized that a very limited number of studies have been carried out in this area. Therefore, there is an urgent need to elaborate new investigations in the EFL context. This article is relevant to the proposed topic because it provided information about which type of teaching strategies and activities get young learners' attention and arouse constant interest in the teaching and learning process.



The strategies, methods and activities that suit the needs of the children are directly related to multiple intelligences. For instance, Pinkle (2010) explained how the Theory of Multiple Intelligences developed by Gardner works. He stated that Gardner seeks and describes intelligence as much more than the traditional standard represented by IQ tests which focus on verbal and mathematical aptitude only. Instead, he said that Gardner describes intelligence as a multi-faceted phenomenon of eight separated but interrelated areas, which provide learners the capacity to solve problems and appreciate different cultural settings. This information could guide the project to design lesson plans accurately because the researcher is aware of individual differences existence among children in any given class as well as rightly recognize the importance of addressing the needs of each learner in order to maximize learning potential. The great challenge lies in how to best reach and teach students with different strengths and aptitudes.

Dueñas (2013) conducted a research related to this topic in Colombia. He studied how children develop distinct multiple intelligences in an English class of fifth graders through the use of interest centers at a Colombian school. The instruments used to collect data were a multiple intelligences questionnaire, an open-ended observation form and a student mini-report sheet. The participants of this study were 21 fifth graders from 9 to 11 years old from which 9 were boys and 12 were girls. They were active children who enjoyed participating in activities that offered them independence, a sense of freedom, opportunities to interact with each other. The findings revealed that, through interest centers, students improve their skills on the different types of intelligences. The implementation phase showed that planning should be done carefully, always taking into account aspects like students' needs and interests as well as predominant and less developed multiple intelligences. These aspects allowed the teachers to orientate the participants to follow a routine guided by activities and materials adapted to the English textbook and the school's curriculum while developing



multiple intelligences. Additionally, it was found that interest centers not only involve students in language learning, but also at the same time, these maximize their multiple intelligences.

All of the studies presented contributed meaningfully to the research because they provided key information about how the learning process of a foreign language in young learners works; which is the best time to start learning a language that is different to the mother one; which methods, strategies, and activities in terms of language work better in the teaching to children; the importance of having quality teachers in the instruction of a foreign language at very early ages; and the role of the multiple intelligences in the teaching of English to very young kids. This information allowed the researcher to design a booklet with appropriate lesson plans, activities and materials that suit the needs of the children and the teachers of the University of Cuenca daycare, which is the main objective of the project.

3. Third Chapter - Methodology

This chapter includes the research methodology of the project. In more detail, in this section the author outlines the research approach, participants, instruments, procedures, data collection methods, and data analysis of the project.

3.1. Approach

For this study, it was necessary to understand what the children linguistic needs at the University of Cuenca Daycare are. Therefore, to accomplish the different goals of this project, a qualitative case study was conducted.

According to Jabar (2009) “qualitative research as a method involves the use of qualitative data, such as interviews, documents and observation, in order to understand and explain a social phenomenon” (p.47).

By conducting qualitative research, the linguistic needs regarding English teaching, the skills that children need to develop, and the activities that children enjoy the most during the teaching and learning process were identified through interviews that were directed to the daycare teachers from the University of Cuenca daycare.

The qualitative approach was focused on a case study. According to Yin, a case study is defined “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (as cited in VanWynsberghe & Khan, 2007, para.5).

It is also important to take into account that a case study was necessary for this project because an in-depth investigation of one educational area was done and the specificity of the study did not allow to generalize the obtained results.



According to Zainal (2007), a case study uses different reports or past studies to allow the researcher to explore and understand certain complex issues. It is considered an accurate research method when a holistic or in-depth investigation is required. Also, it is a well-known tool in many social science studies especially those studies that are concerned with problems in education, sociology and community-based problems such as poverty, unemployment, drug addiction, and illiteracy (p.1).

Since the main objective of this study was to provide a booklet with lesson plans, activities and material for children from the University of Cuenca Daycare, an exploratory and descriptive case study was used.

According to Yin, an exploratory case study is used to explore any phenomenon and obtain data, which serves as a point of interest to the researcher. On the other hand, a descriptive case study describes the natural phenomena, which occur within the data in question. By using this kind of case study, the goal of the researcher is to describe the data as they happen in a narrative form (as cited in Zainal, 2007).

3.2. Participants

This study had a sample that consisted of five different participants, which were the teachers of the daycare center from the University of Cuenca who work with 56 children in total. This study analyzed the children's needs regarding English teaching, children's behavior and the activities children like to do during classes based on teachers' perceptions and what is established by the Ecuadorian preschool curriculum.

3.3. Data collection instruments

The instruments used to collect the data and gather the necessary information to accomplish the objectives of this study were a semi-structured in-depth interview (appendices 1-4) and document revision. The questions of the interview were formulated based on the



theory of needs analysis to identify the lacks, wants, and necessities of the day care center children.

According to Teijlingen (2014), a semi-structured in-depth interview is the one in which “predetermined questions can be modified based upon the interviewer's perception of what seems most appropriate. Question wording can be changed and explanations given; inappropriate questions for a particular interview can be omitted or additional ones included” (p.17). The interview was designed in Spanish to guarantee the reliability of the information since the teachers from the daycare center had basic knowledge of English. It was piloted with two teachers from the University of Cuenca and five teachers from the Abraham Lincoln Institute to validate it. After its validation, the interview was applied to the teachers who work at the University of Cuenca daycare center. For the annexes section, all the interviews were translated into English considering the rest of this work is in English. The aim of applying the interview was to identify children’s needs, abilities, preferences and behavior based on teachers’ perceptions, and to gather the needed data to design the booklet with the lesson plans, activities, and materials to help both teachers and children of the daycare center.

Another instrument used to collect data was document revision in which Evaluation Briefs Center (2009) said that document revision is “a way of collecting data by reviewing existing documents” (p.1). In this case, document revision was concerned with the national curriculum for preschoolers. The goal of carrying out document revision of the national preschool curriculum was to establish different categories and look for similarities and differences with what the teachers of the daycare center said.

3.4. Procedure

The researcher carried out document revision that consisted of a reflective analysis of the national curriculum for preschoolers. After that, an in-depth interview with the educators of the daycare center was conducted in order to find out children’s needs, abilities,



preferences, and behaviors according to teachers' perceptions from which some categories emerged. These interviews were audio recorded and transcribed to analyze and identify the aforementioned elements inside different categories regarding teaching children with a special focus on the English language. Once the data was obtained, the researcher analyzed this information by establishing different categories and started to look for similarities and differences between the revised documents and what the teachers of the daycare center said. Afterwards, the researcher discussed these data based on the document revision, and the theories and previous works mentioned in this study. Based on these results, analyses and discussions, she designed the booklet for the teachers and children of the day care center. Finally, she presented it to the authorities, teachers, and children of the educative institution.

Herr (2016) claimed that the understanding of child development provides teachers key elements for the preparation of lesson plans and for incoming lessons be able to introduce and choose adequate activities and material to enhance a successful teaching and learning process.

After the design of the lesson plans, activities and materials, an explanation to the teachers of the center was held. This explanation was related to the nature of the lesson plans, activities and materials in the sense of how they should be used. This presentation took place on January 31, 2019 at 10 am at the daycare center where the booklet and all the materials were provided to the principal of the daycare center as well as to the children. All the educators felt grateful for the input given for their institution because they can start teaching English in a more effective and adequate way.

3.5. Data Analysis

The data analysis was done by establishing different categories that emerged from the answers given in the interview that was conducted to the daycare teachers. Once all the categories were established, the researcher conducted content analysis in order to look for



similarities and differences between the answers provided by the preschool teachers. For doing this, she used different colors; so each common aspect was highlighted with the same color. Then answers of the interviews of the five teachers were coded into units of analysis with the symbols (T1, T2, T3, T4, and T5). These codes meant T1 teacher one, T2 teacher two, T3 teacher three, T4 teacher four, and T5 teacher five. Then, when all the needed data from the interviews were analyzed, the author made a relation to the theoretical part of this study. Furthermore, an analysis of the preschool national curriculum was carried out to compare it with what the teachers of the daycare center said in the interviews. Lastly, this relevant information helped the researcher to start the design of the booklet with lesson plans, activities and material.



4. Fourth Chapter - Results

In this chapter, the different findings of this study are presented. The research questions were threefold to find out the children's needs regarding English learning, analyze the topics and contents established by the Ministry of Education for Pre-school, and design lesson plans, activities and material that suit the needs of the daycare children at the University of Cuenca. After the collection and analysis of the data gathered through the use of two qualitative instruments (interviews and document revision), the following findings were obtained.

4.1. Interviews

The interviews were useful in determining children's needs regarding learning based on teacher's perceptions. Also, they provided important information about actions that the researcher can take in order to design and develop the booklet with lesson plans, activities and materials that fulfill the needs of the daycare children at the University of Cuenca. Through content analysis of the interviews carried out, it was possible to define nine major categories, which are:

4.1.1. Areas of teaching

The different teachers that were interviewed inside the daycare center concentrate their teaching in many areas that help children to develop. All of the educators focus their teaching in areas such as:

Fine motor skills require the use of hands and muscles in the performance of different activities that need the employment of pencils, scissors, puzzles, lego pieces, etc.

Gross motor skills involve the movement of the whole body especially in activities that are performed outside like running, jumping, dancing, walking, etc.



Language has to do with the process by which a child starts to understand and to communicate with others, which in the daycare includes English.

Self-help consists in the acquisition of independence, which means to accomplish things by yourself.

In addition, only three of the instructors teach the social area which deals with interaction. Finally, the logical-mathematical area is imparted only by two teachers. As one of the teachers said

“Developmental areas are the ones that we work generally.” (T2)

In the same way, Smith, Cowie, and Blades (2015) as well as UNESCO International Bureau of Education (2006), claimed that to comprehend children’s development, it is essential to classify learning into areas because they help to understand better, how kids acquire knowledge in an integrative way.

4.1.2. Children’s motivation

According to the teachers, there are different ways of motivating children in the teaching and learning process. A general form of motivation used in the daycare is through games. However, media is also employed by some of the teachers with the use of music and videos. Moreover, movement of the children is also important with regard to the process of motivation. For instance, one teacher stated

What I try to work more with the children is the teaching through games, art or going to the outside areas, green areas and trying not to stay only in the classroom painting. Instead, I try to go further. I like to start from there and then return to the classroom in order to work on sheets or something. (T3)

This opinion definitely agrees with Gardner, Davis, Christodoulou, and Seider (2006) because they stated that children are not homogeneous beings; it means that each child has



strengths and weaknesses in different knowledge areas. Therefore, they suggested different intelligences in which children should be involved to increase their motivation and learning. In fact, multiple intelligences increase motivation on children because they offer learners the opportunity to perform activities on which they are good at and improve their skills on the performance of activities that they are not good.

Additionally, Verekinina (2013) affirmed that it is important to consider scaffolding in teaching and learning processes because it provides learners the necessary tools to perform different tasks without the help of someone who has more experience and knowledge. She claimed that what really motivates children to learn is the feeling that they are beings capable of doing things in an autonomous way.

4.1.3. Learning Activities

There is a great variety of activities regarding children's development that the teachers use in the daycare center. Some of these activities include singing, painting, drawing, playing different types of games, (for example insertion games) and motor skill activities such as running, jumping, and dancing. In addition to this fact, the daycare teachers pointed out that they use all of the previously mentioned activities in order to facilitate children's development and learning as well as they emphasized that the activities they carry out in the class are based on children's learning characteristics.

Similarly, Howe (2009) stated that teachers should facilitate children learning process through selecting suitable activities that enrich and support children development. To do that, Howe suggested educators to take into account some children learning characteristics such as the age, learning speed, concentration time, energy, confidence, imagination, curiosity, and social interaction.

Other authors that supported this idea are Gardner, Davis, Christodoulou, and Seider (2006) who stated that each child learns differently by the simple fact that human beings are unique and original. Therefore, they suggested educators to focus their teaching on different types of intelligences and create varied activities that help learners potentiate their learning to the maximum as well as to satisfy their learning needs.

4.1.4. Topics for teaching

The topics for the process of teaching and learning emerged from the skills that the preschool curriculum proposes. Most of the teachers mentioned colors, numbers and animals as the basic topics that children should learn. The topic of notions is also considered by the teachers, classifying them into three subcategories basic notions, spatial notions, and temporal notions. Lastly, vowels, means of transportation, fruits, parts of the body and shapes are also taught to the children. Regarding this, one of the interviewed teachers claimed

I try to prepare them for the school exactly for the first grade. I teach them spatial notions such as inside, outside, left and right, which is what children should already know in order to have better writing at school. I teach children the vowels and numbers in a way in which they can internalize the number quantity. I teach the vowels and numbers so children can internalize its quantity, but also so that they can be able to write. I prepare them on topics such as animals, means of transportation, members of the family, parts of the body, colors, greetings and I teach them how to cut. They have to leave this course cutting perfectly. These are the topics, colors and numbers, which will help them to be ready for school. (T3)

Macalister (2010) affirmed that needs analysis has as a purpose to find meaningful and useful contents to learn during a study course. Therefore, it is necessary to know the contents the students need to learn for designing the booklet.



4.1.5. Methodologies and strategies for teaching

Despite the great amount of methodologies and strategies for teaching children, only one is mostly used by the teachers and it is playing games. Therefore, an educator said

“With children, everything is game.” (T2)

Saroh and Fitin (2013) affirmed that it is important to consider diverse learning styles inside a class because they help to determine what teaching methods could work better with the students.

4.1.6. Learning materials

Materials are really important in a class because they support the educational process. There is a broad number of them but the materials that are used by most of the daycare teachers are sheets of papers, paintings, color pencils and crepe paper. Some of them use crayons, scissors and magazines. Lastly, few educators use tokens, cardboards, dolls, stuffed animals, puppets, videos, punches, songs and some natural things.

The importance given to learning materials by the daycare teachers can be compared to the relevance provided by the Ministry of Education from Guyana (2013), which emphasized that teaching materials are used to impart a class in such a way that they support students learning. Therefore, showing that learning materials are strongly necessary for the educational field, teachers should be willing to use and prepare them to teach any class.

4.1.7. Daycare needs

Most of the daycare teachers affirmed through the interviews that their worry is related to the lack of didactic materials at the moment of children's English teaching. On the



other hand, some of them were concerned by the lack of compromise and support by the parents. As a teacher cited

Here perhaps, if we would have more didactic material to teach and telling the parents that there is a specific time for starting classes...sometimes they come at 10a.m. but the activities were done at 9am. Then, the child cannot learn certain skills that we are practicing. This is one of the problems that we have. (T1)

This part is directly related to needs analysis in which Macalister (2010) pointed out that needs concern necessities (set of necessary resources in the educational process), lacks (things that learners do not have into the teaching and learning process), and wants (wishes to have all the tools needed to improve education).

4.1.8. Preschool English importance

English has become a really important language around the world which is why all of the teachers of the daycare center agreed that it is essential that children learn English, beginning early since they acquire things more quickly and easily (Jensen & Yao, 2018). One of the teachers stated

“Children are in full neuronal plasticity. Then, they are in a period where they absorb all kind of information.” (T4)

An author who had agreed that English learning since very early ages brings many benefits was Nieto (2015). He stated that English language instruction improve future children's lives in terms of studies, communication, and business. In addition, Piaget as cited in Lynette (2016), affirmed that young children acquire knowledge and understanding of the world in a dynamic and active way, which means that they are willing to learn anything.

4.1.9. English learning age



Even though there is no specific age to start learning English, Cherry (2017) suggested that it is better to start at an early age. The great majority of teachers of the daycare center think that the best age is three years old because, during that period of time, children have already learned their own language, they have the ability to not confuse their mother tongue with a foreign language as well as they are able to pay more attention. Other teachers believe that is better to begin learning a language at one year of age.

Piaget as cited in Cherry (2017) said that during the ages of two and seven, children have a rapid growth in language development. Similarly, Jesen and Yao (2018) claimed that during the three and six years of life child's brain is highly active because kids are able to develop various skills as well as learn a great amount of information in a rapid way, especially in terms of language. In addition, Lightbown and Spada (2013) stated that the early involvement in a foreign language do not affect the acquisition of the mother tongue instead of that, it helps children to improve their skills.

4.1.10. Multiple intelligences

Even though the teachers of the daycare did not realize that they were using multiple intelligences inside the class, they employed them because they use different types of activities and strategies in order that children can learn.

It is important to consider multiple intelligences inside the classroom because Saroh and Fitin (2013) as well as Gardner, Davis, Christodoulou, and Seider (2006) claimed that considering diverse learning styles in the educational process help teachers to use appropriate methodologies and strategies making meaningful the learning process.

4.2. National Curriculum Analysis

The national curriculum for preschoolers is composed of two sublevels which are beginners one and beginners two. Beginners one is comprised of children from one to three years old. While, beginners two includes children from three to five years old. Children are divided in that way because each one of the sublevels has specific aspects to consider in terms of learning (Ecuadorian Ministry of Education, 2014). This division is well delineated inside the daycare center because each sublevel has its own classroom, materials, and teacher. The teachers of the daycare completely agree with this division because children from beginners one, also known as “maternal”, have different learning objectives, skills, and competences in comparison with the other, also known as “preschool”.

Furthermore, the curriculum is divided by areas of learning in two sublevels. For beginners one, the areas are social and emotional entailment, natural and cultural discovery, language manifestation in a verbal and non-verbal way and body exploration. On the other hand, beginners two have other areas of learning; those are identity and autonomy, coexistence, relations with the natural and cultural environment, logical-mathematical relations, understanding and expression of the language, artistic expression as well as body and motor expression (Ecuadorian Ministry of Education, 2014). It is important to remark that this project has a special focus in beginners two. It was found that the teachers of the daycare center named these areas differently from the names given by the Ministry. For example, identity and autonomy is called self-help, coexistence is called as social, understanding and expression of the language as language, artistic expression like fine motor skills, body and motor expression as gross motor skills and the only one that is called with the same name is logical-mathematical relations. Even though, the teachers have other names for each one of the areas given by the Ministry of Education, they have similar characteristics and functions.



In addition, the Ecuadorian Ministry of Education (2014) stated that the methodology that the teachers should follow is one called game and work. This methodology consists of organizing different spaces or learning environments called corners where children play in small groups performing various activities. This methodology was well explained by the teachers of the daycare because they said that children learn or acquire knowledge through games and work activities.

Additionally, the Ecuadorian Ministry of Education (2014) claimed that the preschool curriculum has three stages through which the process of teaching and learning passes, and these are taken into account in the daily lesson planning. These are the initial moment (children get excited about what they are going to discover), the development moment (children are immersed in actions and activities themselves) and the closing moment (children present their productions). The teachers of the daycare use all of these stages to prepare a class for the children. However, in the English area, they do not develop lesson plans since it is not considered in the curriculum for preschoolers. Teachers give improvised English classes, which means without previous planning or when they have time; which is inappropriate because any class should be carefully planned as the Education Ministry indicates.

The Ecuadorian preschool curriculum presents an output profile in which the learning achievements for children are specified. These accomplishments should be reached by the children by the end of the preschool course (Ecuadorian Ministry of Education, 2014). It is important to highlight that this education level is not mandatory; it means that it is not a prerequisite to enter the first grade. However, this level of education helps children develop various skills in diverse areas of knowledge that contribute greatly to the integral growth of the kids. The accomplishments regarding preschool instruction that the Ecuadorian Ministry of Education (2014) provides are seven.



- A child recognizes himself or herself as an independent person.
- A child identifies his or her own characteristics, likes, dislikes.
- A child interacts with his or her natural and social environment as well as with other people.
- A child recognizes and applies temporal-spatial and logistical mathematical notions to solve challenges according to their age.
- A child expresses his or her ideas, thoughts and emotions using the language.
- A child enjoys the different artistic manifestations pointing out their ideas and learning.
- A child performs gross motor and fine motor skills without any problems (Ecuadorian Ministry of Education, 2014).

The teachers of the daycare are aware of their work in the sense that they have to prepare all the children for the school in such a way that the kids will be able to perform successfully the skills already mentioned.

Finally, the preschool curriculum indicates that children should be evaluated in different periods along the course of study. An evaluation has three different moments of application; at the beginning, called diagnostic evaluation, it implies to know each child in terms of social, familiar and health context. One that must be employed all the time called formative evaluation, which allows obtaining clearer information about the accomplishments, development and learning of the children. Lastly, one at the end called final evaluation that shows the progress of the children along the whole course and verifies the achievement of certain skills. All of these evaluations are important because they show the learning progress of the children and most of the time, they highlight some problems in the teaching and learning process needing improvement (Ecuadorian Ministry of Education, 2014). All the daycare teachers are conscious of the important role that these evaluations have. The only



thing that they pointed out is that the final evaluation should be performed in different ways, which meant using different strategies such as group evaluation and individual evaluation because by using these different strategies, children will be assessed in a holistic way.

All of the aspects reviewed were useful when designing the booklet with the lesson plans, activities and materials because these aspects provided key information about the whole process of teaching and learning.

4.3. Discussion

The discussion section includes the answers given to the research question proposed at the beginning of the project. In addition, it contains a discussion about the different points of view of various authors in contrast with the teachers' of the daycare center's point of view and the limitations of the study.

The research questions address the needs that children from the University of Cuenca daycare have as well as the activities and resources that may help these children to learn English according to the perceived needs and what has been established by the Ministry of Education.

Regarding the first research question, the results of the interviews indicate that the children needs regarding English learning at the University of Cuenca daycare have to do with knowing the specific learning areas in which children should be involved, the appropriate ways of motivating children, the activities and strategies that work better with the daycare children, the topics that teachers should use in the educational process, and the learning materials that should be used. All these needs involved lack of didactic materials and lack of compromise of the parents in the children educational process.

To teach kids, it is important to take into account that there are some specific activities that they are able to perform. These activities are designed to help children improve



the assimilation of new knowledge during early ages (Ecuadorian Ministry of Education, 2014). Therefore, each one of the areas given by the Ministry of Education have detailed activities to use with children to help them grow in their development.

According to the analysis carried out in this research, it was determined that the main areas of learning inside the daycare are self-help, social, logical- mathematical, gross motor skills, fine motor skills, and language. It is relevant to point out that the teachers of the daycare did not mention one of the children's learning areas, which are provided by the Ministry of Education, namely, *relation with the natural and cultural environment*.

Language is the main area in which the English teaching should be involved. This dimension gives educators resources to develop different tools to introduce children to the first language, which is Spanish. However, as English is not included in preschool education the same resources that are used to acquire the first language could be employed to teach English. Therefore, inside the language area, the preschool curriculum suggests that children should be able to increase their oral expression, to use the oral language, to understand meanings, to give answers, to improve visual discrimination ability, to produce simple texts, and to articulate some phonemes correctly. All of these skills include various activities executed during the process of teaching and learning. Hence, the activities that are provided by the national document are short conversations, oral descriptions, remembering songs, saying short poems, tongue twisters or riddles, producing short sentences, following instructions, telling simple stories, answering questions, identifying labels, imitating articulatory movements and pronunciation exercises (Ecuadorian Ministry of Education, 2014).

The basic management of children's language can provide the teachers key tools to develop the lesson planning with various activities that include body movement that not only



contributes to improve the gross motor skills, but also the fine motor skills. Thus, the Ministry of Education in his official mandate proposes that inside these two areas children should be capable of mastering certain skills. These abilities should allow them to differentiate a variety of sounds, have the skill of hand-foot and eye-hand, visuomotor coordination, internalize element symmetry, structure temporal-spatial notions, do different locomotion exercises, control the strength to perform coordinate movements and acquire equilibrium. To gain these competences, it is necessary to incorporate varied learning strategies in the educational process. Therefore, the preschool curriculum contains many activities that could be useful in class such as performing role-plays, playing traditional games, imitating dance steps, making free drawings, differentiating natural and artificial sounds, identifying parts of the body, walking and running coordinately, jumping using one and two feet, going up and go down stairs, and maintaining equilibrium in straight lines (Ecuadorian Ministry of Education, 2014). The teachers of the daycare center employ some of these learning strategies including, playing games, dancing, drawing, painting, running, and jumping

In addition, children's development also implicates a focus on the area of logical-mathematical in which the preschool curriculum establishes some skills that children have to accomplish. For instance, kids need to know how to identify time, measurement, and spatial notions as well as differentiate shapes and colors in relation to the environment that allow them to make comparisons and solve problems. The activities that these areas of learning emphasize to use are order events, activities or story scenes, identifying characteristics (day, night, before and after), recognizing the location of objects (near, far, above, below, outside, inside), classifying measures (lightweight, heavy, tall, short), looking for similar shapes in the classroom, pointing out the primary colors, and counting orally from 1 to 10 (Ecuadorian Ministry of Education, 2014). For the teachers from the University of Cuenca Daycare



Center, all of these activities are useful in the instruction of children and they used most of them in their classes.

Another area of children's learning given by the preschool curriculum is called self-help. This dimension contains the following goals of learning for kids to recognize their own characteristics, to acquire levels of independence in the performance of different actions and to practice self-care actions. These aims can be achieved by the use of activities that have to do with the communication of identity data, to differentiate boys and girls, describe own physical features, show feelings and emotions, demonstrate likes and dislikes, feel part of a family, acquire hygienic habits, order the classroom, dress one's self, and be aware of dangerous situations (Ecuadorian Ministry of Education, 2014). Each one of these activities are employed in daily teaching inside the daycare center. For example, the teachers from the daycare center mentioned the following activities that have to be covered within this area games to learn how to get dressed and to progress beyond using a diaper, recognition of family members, and expressing likes and dislikes with facial expressions.

Besides the previous ambit, another one is social. It also has some objectives that children should reach. These are to interact with other people, demonstrate collaborative attitudes, understand the role of other people and acquire norms of coexistence. These aspects can be accomplished through the use of activities like group games, interactions between parents and children, family professions, identification and values formation (Ecuadorian Ministry of Education, 2014). Thus, the daycare teachers use group work, short dialogues and others.

The last area mentioned in the national curriculum for young children is known as relation with the natural and cultural environment. In this part, the outcomes are to discover the world elements with the senses, practice attitudes that help to protect the environment and



enjoy the different cultural manifestations. Therefore, in order for children to be able to perform these aspects, they need to execute actions that are related to the identification of living beings in the environment, differentiation of natural and artificial elements, recognition of animal and plants characteristics, creation of campaigns to take care of the environment, participation in various traditional practices like typical dancing, clothing and food, etc (Ecuadorian Ministry of Education, 2014). It is necessary to highlight that the daycare teachers did not mention this area in the process of teaching and learning which is important to take into account according to the national curriculum for preschoolers. Therefore, children need to be involved in this area, which is why in the booklet design this aspect is taken into account.

Furthermore, the Ministry of Education proposes that the materials for children at the preschool level should be varied, large, flashy, colorful and stimulating. All of these characteristics should be considered in order that the materials become a resource that allows children to explore using their senses in such a way that they could look, listen, smell or touch, without it being dangerous to their health or physical integrity. Consequently, the Ministry of Education proposes the use of different materials such as objects from the environment, pencils, brushes, markers, puppets, balls, tripod clips, digital clips, colored cards, images, tales, songs, and other materials that help children to grow and develop (Ecuadorian Ministry of Education, 2014). The teachers of the daycare center affirmed that they try to use all kinds of materials that help children to acquire knowledge. They indicated that the most used materials inside the daycare center are sheets of papers, paintings, crepe paper, silk paper, crayons, scissors, magazines, tokens, cardboards, dolls, stuffed animals, puppets, videos, clay, punches, songs, and natural things.

4.3.1. Authors and daycare teacher's discussion



4.3.1.1. Age of learning

Many different theories and studies have proven that the best time to start learning languages is at an early age. For instance, Jesen and Yao (2018) pointed out that children's brains during the first stages of life are extremely dynamic because the brain cells start their linking process, so kids learn an incredible amount of information. Besides, Piaget, as cited in Lynette (2016), claimed that children actively construct their own knowledge and understanding of the world. Frydrychova (2012) as well as Maja and Sindik (2014) provided another reason stating that young children's early exposure to language learning contributes to its rapid acquisition. Similarly, the teachers of the daycare center mentioned that the benefits of early language learning in little children are better retention, more learning, better understanding, faster and easier learning, full neuronal plasticity and all kinds of information absorption.

Moreover, Frydrychova (2012) established that the best ages to learn languages are from 0 to 7 years old because these are easier and more quickly acquired. Piaget as cited in Lynette (2016) affirmed that the greatest ages to learn languages are from 2 until 7 years old because during this period children have a rapid growth in terms of language. They start improving their speaking skills and that is why a great deal of language development takes place during this stage. However, Kocamana and Kocamanb (2012) said that each individual is unique so they were not sure at what age a child should start learning a target language. Some of the teachers of the daycare perceived that it is better to start the learning of a foreign language at 3 years of age because it is the period in which language flows enormously as well as the fact that they already have acquired their own language and know how to differentiate one language from another one without mixing them up. In addition, they claimed that from that age children could have a greater attention span, sitting in their chairs and not getting bored as easily. Other daycare teachers did not agree with the learning age



proposed by their other colleagues; they highlighted that, for them, the ideal age to begin language learning should be at 1 year old because kids already have the capacity to learn and acquire them.

4.3.1.2. Problems with the mother tongue

The Government of Alberta (2010) and Bot (2014) in their studies found that the early involvement of children in language learning did not interfere negatively on the development of their mother tongue because kids could not change the background from which they come. However, a few teachers of the daycare center were against this fact because they believed that before the age of three, it is not a good idea to encourage children in learning languages because children get confused and they do not know if they have to say something in English or in Spanish. Even worse, kids can confuse the language and while talking, speak a mix of English and Spanish and, in doing so, they make a combination that most of time is not understandable.

4.3.1.3. Preschool English implementation

Various authors such as The California Department of Education (2009), Müller (2010), Frydrychova (2012), Kocamana (2012) and Bot (2014) affirmed that in different places such as Netherlands, Slovenia, Turkey, the Czech Republic, South Africa, California and some others, the teaching of foreign languages (especially English) in the preschool level has become something important and common. This fact was attributed to the relevance that English has around the world nowadays. Therefore, the governments of those specific countries have been adopting policies that include the teaching of English since children start going to daycare centers. However, Ecuador has a completely different reality because the state laws do not consider the teaching of a target language during the preschool stage because children first need to acquire their mother tongue and then to start with another one.

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4.3.1.4. Teachers' preparation

Müller (2010) reported that there is limited foreign language proficiency among preschool teachers, which has affected children's acquisition of the target language negatively, which means that teachers are not well prepared to teach languages to young kids. In a similar way, Dagarin and Skubic (2017) reported a lack of qualified foreign language teachers inside the preschool area. Hence, they indicated that it would be favorable to include training for the teachers who are willing to teach foreign languages to little children. Regarding the daycare center, the teachers that work there have been imparting English classes without previous foreign language training because they only studied early stimulation in Spanish not in English (appendices 1-4) and what is more worrisome is that they have been teaching it in an improvised way. Therefore, they believe that the Ministry of Education should consider the teaching of English to the preschool level and provide competent educators to perform this important job.

4.3.1.5. Activities

Rodriguez and Varela (2004), Degirmenci and Yavuz (2015) as well as the California Department of Education (2009) stated that there are several theories, opinions, models, and proposals regarding the different methods to teach target languages to young children. Consequently, they affirmed that there are no specific strategies, methods or activities to teach a language to kids. However, they proposed some activities that worked better for them. These activities were singing songs, reciting rhymes, saying poems, playing with puzzles, building different things, playing movement games, and dancing. The daycare teachers usually use most of these activities in their classes. In the interview, they expressed that there are many activities that they can employ in the teaching and learning process to young children. Besides, the daycare educators highlighted that they have to choose the activities



carefully, which means a need for adequate resources that have a great impact on the learning of children.

4.3.1.6. Multiple intelligences

Gardner (1996), Pinkle (2010), Dueñas (2013) and the Ecuadorian Ministry of Education (2014) have found that multiple intelligences are important to consider inside the educational field because they help teachers to identify individual differences, strengths and aptitudes among children in any given class allowing children to maximize their learning potential. Hence, they said that it is relevant to plan carefully, considering children's needs and interests as well as predominant and less developed multiple intelligences. Regarding this aspect, the teachers of the daycare try to perform different activities to discover the strengths and weaknesses that each one of the kids present. In that way, instructors can help kids to become even better in their strong areas and improve their weaker areas of learning.

Finally, all of these features have helped the researcher to design a booklet with adequate lesson plans, activities and materials that suit the needs of the daycare children and one that the teachers can follow to start imparting English classes to the kids at very early ages.

4.4. Limitations

Although this research was carefully planned, some limitations and shortcomings appeared. For instance, the number of teachers inside the daycare and the qualitative nature of the research allowed that only a small sample population participated. However, Davies (2007) stated that in qualitative research, it is important to explore representative findings of a big group, population or community rather than small ones (p.148). Therefore, the information obtained from the respondents was not representative since it was limited. It only



took the University of Cuenca daycare teacher's points of view, which means that this study did not consider other opinions from different educators from other daycare centers.

Another limitation of the study was that it only applied a semi-structured interview method to collect information. The main reason for using this method was to focus only on the University of Cuenca preschool teachers' perspectives about the children's needs regarding the teaching and learning process of English at very early ages. However, the researcher considers important to include observations to see if what the teachers said in the interviews matches with what they normally do in class with the children.



5. Fifth Chapter - Conclusions, Recommendations, and Future Research Possibilities

This chapter presents the conclusions and recommendations as well as future research possibilities that could help improve the preschool English education based on the research study carried out.

5.1. Conclusions

English has become a really important language around the world due to the fact that it is the major language of technology, science, business, work, medicine and education is not an exception. Therefore, it is taught in many different schools, institutes, and infant centers, (Nieto, 2015). In our country, the teaching of English is carried out from the first grade of education but it does not consider the preschool levels because it is established in the preschool curriculum that children have to dominate their mother language first and then start with another one. Therefore, teaching English is not included (Ecuadorian Ministry of Education, 2014). Theories such as Gardner's Multiple Intelligences, Piaget's Cognitive Development, Erikson's and others mentioned in the theoretical framework as well as some studies by different authors that were mentioned in the literature review have proven that children, during their first years of life, acquire knowledge in a more easy way; that is why it is really important to teach English to the children of the daycare center of the University of Cuenca.

The daycare teachers from the University of Cuenca are aware of the importance of English teaching, so they have taught it to their children. To impart the teaching of any subject and most importantly of a foreign language to young kids, it is crucial to understand the children's behavior and development of all processes, so educators can develop lesson plans that include adequate activities and materials to use in class, which is an important aspect that must be considered in the educational process. As there is a lack of lesson



planning, activities and materials in the daycare center and classes were carried out in an improvised way.

Furthermore, the research study has come up with a number of conclusions after the completion of this study. These conclusions are:

First of all, one of the goals of this research was to analyze which are the needs of the kids regarding English learning at the University of Cuenca daycare. Therefore, the needs that were identified in this research study had to be with the areas in which children should be involve during the educational process, the different ways of motivation that allow kids learn better, the activities that children enjoy the most and help them to assimilate new information in an easily way, the appropriate learning topics that are meaningful for kids to learn, the adequate methodologies and strategies that work in the preschool context, the suitable learning materials to use with young learners, the lack of didactic materials to teach English, and the lack of English at the preschool level.

Regarding the second aim that was established in this research the topics and contents that the Ecuadorian Ministry of Education (2014) and the daycare teachers affirmed that the appropriate topics that have to be taught at the preschool level are simple ones such as numbers, colors, animals, shapes, family members, fruits, vowels, transportation means, body parts and basic notions. This fact is because children are starting to explore and discover their world, so they have to learn elementary things.

The last objective proposed has to be with the design of a booklet with lesson plans, activities, and materials in order to help and contribute with the education of children. English classes inside the daycare center are given in an improvised way, which is not appropriate to do in an educational process as Milkova (2016) and Mares (n/d) claimed, lesson plans are the maps that help teachers to instruct learners in an adequate way.



Therefore, a set of lesson plans were designed in order to avoid carrying classes without a previous planning. In addition, the Ecuadorian Ministry of Education (2014), Gardner, Davis, Christodoulou, and Seider (2006), Verekinina (2013), Degirmenci and Yavuz (2015), and Dueñas (2013) as well as the daycare teachers, claimed the best activities that must be considered at the moment of teaching young kids are singing, painting, drawing, running, jumping, dancing and playing different types of games. Also, it was determined that the most useful materials that teachers should use to work with children are crayons, scissors, magazines, papers, paintings, tokens, cardboards, dolls, stuffed animals, puppets, videos, punches, songs and some nature things. However, in the daycare center the lack of lesson plans, activities, and didactic materials have been one of the principal worries of the teachers because they would like to give children a quality education and involve them in the English learning since their first years of life. Therefore, the researcher has designed and provided to the daycare teachers a booklet that can satisfy their needs in the English area achieving satisfactorily the objective proposed at the beginning of the research.

Finally, it can be concluded that, the booklet considered all the aspects found in the data collected through the different instruments used for this research.

5.2. Recommendations

This research study come up with the following recommendations

The State should develop policies that include the teaching of English at early ages because of the great benefits that its learning involves.

The Ministry of Education should provide some activities that preschool educators can employ in class to teach English. Consequently, these activities could be expanded by State policies in such a way that they improve education and work possibilities in our country.



The National Curriculum for preschoolers should suggest specific topics that preschoolers must learn during a course of study when studying English since it only proposes skills to develop but the teachers are the ones who have to look for the topics to teach.

Qualified preschool teachers should impart foreign languages teaching at very early ages because of the great impact that their teaching causes in children.

Educators must always prepare lesson plans to teach any subject because they will help them to handle an unexpected situation as well as to manage the class well.

5.3. Future Research Possibilities

This study could be used as a point for future research interest in preschool English education. In this regard, future research should address the limitations pointed out in this research. Hence, a large sample size to represent a greater diversity of preschool teachers with knowledge about the teaching of the English language from different daycare centers could be involved in a future study. In addition to the in-depth semi-structured interviews, classroom observations should be adopted as methods for further studies related to this topic.



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Appendix 1

Spanish Model Interview



UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUA Y LITERATURA INGLESA

Estimado docente, la presente entrevista tiene como finalidad recolectar información sobre las necesidades de los niños de la guardería de la Universidad de Cuenca en cuanto a la enseñanza del inglés, para diseñar una guía didáctica como parte de mi trabajo de titulación.

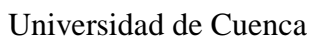
-Nombre:

-Estudios:

-Años de experiencia docente:

-Años de experiencia en el nivel pre-escolar:

1. ¿Qué áreas o asignaturas se enseñan en esta guardería?
2. ¿Cómo motiva a los niños en el proceso de enseñanza-aprendizaje?
3. ¿Cómo reaccionan los niños cuando usted les enseña?
4. ¿En qué tipo de actividades se desempeñan mejor los niños?
5. ¿Qué temas enseña a los niños?
6. ¿Realiza planificaciones didácticas para esos temas?
7. ¿Qué estrategias/actividades/metodologías utiliza para enseñar esos temas?
8. ¿Considera usted que esas estrategias apoyan el aprendizaje de sus niños? ¿Por qué?
9. ¿Qué materiales usa para enseñar dichos temas?
10. ¿Piensa usted que este centro cuenta con suficientes materiales y recursos para la enseñanza del inglés?
11. ¿Cómo se podría mejorar la enseñanza en la guardería?
12. ¿Considera que es importante enseñar inglés en el nivel preescolar? ¿Por qué?
13. ¿A qué edad cree usted que los niños deberían empezar a aprender inglés? ¿Por qué?



Appendix 2

English Model Interview



Dear teacher, the purpose of this interview is to collect information about the needs of the children from the University of Cuenca daycare in terms of teaching English in order to design a teaching guide as part of my degree work.

-Name:

-Studies:

-Years of experience as a teacher:

-Years of experience in the preschool level:

1. What areas or subjects do you teach in this daycare?
2. How do you motivate children in the process of teaching and learning?
3. How do children react when you teach them?
4. In what type of activities children perform better?
5. What topics do you teach to the children?
6. Do you perform didactic plans to teach those topics?
7. What strategies/activities or methodologies do you use to teach those topics?
8. Do you consider that those strategies support the learning of your children? Why?
9. What materials do you use to teach those topics?
10. Do you think that this center has enough materials and resources for the teaching English?
11. How could the teaching process be improved in the daycare?
12. Do you consider it important to teach English at the preschool level? Why?
13. At what age do you think children should start to learn English? Why?



Appendix 3

Spanish Interview Transcription



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CARRERA DE LENGUA Y LITERATURA INGLESA
ENTREVISTA NÚMERO 1

Buenos días, el día de hoy le quería hacer una entrevista que me servirá para mi trabajo de titulación.

1. ¿Me podría decir cuál es su nombre?

Mi nombre es Ana María Crespo

2. ¿Cuáles son sus años de experiencia como docente?

Como docente ya tengo cinco años de experiencia, dos aquí dentro de la institución.

3. ¿Cuáles son sus estudios?

Yo estudie en la Universidad de Cuenca. Soy licenciada en estimulación temprana

4. ¿Cuántos años de experiencia en el nivel preescolar tiene usted?

Cinco años, si cinco años.

5. ¿Qué áreas o asignaturas se enseñan en esta guardería?

Aquí lo que más se enseña es autoayuda, motricidad fina, motricidad gruesa, se les ayuda con las coordinaciones para que empiecen, más que nada ehh todo lo que es de autoayuda a vestirse solos, a dejar ya el pañal.

6. ¿Cómo motiva a los niños en el proceso de enseñanza-aprendizaje?

Ehhh a los niños se les motiva de una manera de, a través todo del juego.

7. ¿Cómo reaccionan los niños cuando usted les enseña?



Ellos como es a través del juego, ellos lo toman todo bien, ósea ellos si captan, son muy muy buenos en ese sentido, a pesar de su corta edad obviamente se da lo que ellos necesitan, pero a través del juego ellos captan de manera rápida

8. ¿En qué tipo de actividades se desempeñan mejor los niños?

Ellos les encanta todo lo que es rompecabezas, plastilinas, pintar con temperas, juegos de insertar, eso.

9. ¿Qué temas enseña a los niños?

Los temas que realizo con ellos es dependiendo se clasifican póngase ellos tienen que ir aprendiendo su nombre, su apellido, cuantos años tienen. También diferenciar noche y día. Nociones básicas de colores, números, animales.

10. ¿Realiza planificaciones didácticas para esos temas?

Las planificaciones nosotros realizamos diariamente. Siempre aquí en carpeta nosotros tenemos ehh de forma mensual y se les deja. Y si es una planificación por día.

11. ¿Qué estrategias/actividades/metodologías utiliza para enseñar esos temas?

Es todo es a través del juego. A través de que ellos vayan observando. Póngase tenemos áreas que es de la naturaleza o diferenciar grande o pequeño, entonces toda es a través del juego. Cogemos piedritas y vemos cual es la grande cual es la pequeña. Entre ellos mismo vemos cual es el niño más alto, el niño más bajo

12. ¿Considera usted que esas estrategias apoyan el aprendizaje de sus niños? ¿Por qué?

Si porque como ellos son pequeños todo captan a través de un juego.

13. ¿Qué materiales usa para enseñar dichos temas?

Con ellos a pesar de que son pequeños, pero igual se trabaja en hojas, trabajamos con materiales de la naturaleza, se trabaja con plastilina, con pintura.



14. ¿Piensa usted que este centro cuenta con suficientes materiales y recursos para la enseñanza del inglés?

No, obviamente a veces si falta un poquito más de material didáctico, pero como docentes a nos toca realizar ese trabajo a nosotras.

15. ¿Cómo se podría mejorar la enseñanza en la guardería?

Aquí tal vez, seria teniendo más material didáctico para enseñar y también diciéndoles a los papitos una hora de entrada fija puede ser porque ellos a medida, osea aquí no tienen un horario fijo, a medida en que los guaguas van ingresando, osea los papas van a clases ellos van ingresando pero hay veces que por decir ehh vienen a las 10 de la mañana pero las actividades se realizaron 9 de la mañana entonces el niño ya no aprendió esa destreza. Entonces ese es un inconveniente.

16. ¿Considera que es importante enseñar inglés en el nivel preescolar? ¿Por qué?

Yo opino que, si porque ahorita el inglés es una parte básica ya para todo, y que mejor aprender en ellos a edades tempranas, porque tienden a captar más, ehh son más susceptibles de las cosas y obviamente les queda mas

17. ¿A qué edad cree usted que los niños deberían empezar a aprender inglés? ¿Por qué?

Yo creo que ya desde los dos años, ehh desde los dos años si y palabras pequeñas desde el año porque ya ellos también ya van captando desde el año y a veces con canciones y si si captan.

Muchisimas gracias



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CARRERA DE LENGUA Y LITERATURA INGLESA
ENTREVISTA NÚMERO 2

Buenos días, el día de hoy le quería hacer una entrevista que me servirá para mi trabajo de titulación.

1. ¿Cuál es su nombre?

Andrea Fajardo

2. ¿Cuáles son sus años de experiencia como docente?

Tengo dos años

3. ¿Cuáles son sus estudios?

Estudie estimulación temprana

4. ¿Cuántos años de experiencia en el nivel preescolar tiene usted?

Dos años.

5. ¿Qué áreas o asignaturas se enseñan en esta guardería?

Claro, las áreas de desarrollo son las que nosotros trabajamos generalmente que son motricidad gruesa fina, autoayuda, personal social, cognición y lenguaje.

6. ¿Cómo motiva a los niños en el proceso de enseñanza-aprendizaje?

Con los niños generalmente lo más es música, movimiento del cuerpo y repetición

7. ¿Cómo reaccionan los niños cuando usted les enseña?

Según, si la actividad les gustó, los niños repiten y repiten y usted ve hasta el último que a ellos les gustó y siguen haciendo y dicen tía si puedo si puedo hacer. Pero si no les gusto un tema no le muestran interés, como ellos son pequeñitos, ellos realmente demuestran o no me gusto o si me gusto.

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8. ¿En qué tipo de actividades se desempeñan mejor los niños?

A ellos les gusta cantar, les gusta también pintar, les gusta mucho la motricidad, les gusta correr, saltar hacer juegos con pelotas con todo lo que es movimiento.

9. ¿Qué temas enseña a los niños?

Temas, seria todas las de las destrezas del currículo. Todas las destrezas del currículo

10. ¿Realiza planificaciones didácticas para esos temas?

Sí, cada destreza tiene su planificación diaria.

11. ¿Qué estrategias/actividades/metodologías utiliza para enseñar esos temas?

Aquí es juego, mediante el juego básicamente, más que todo con los niños es juego.

12. ¿Considera usted que esas estrategias apoyan el aprendizaje de sus niños? ¿Por qué?

Sí, porque los niños aprenden mediante lo que hacen, Si ellos no hacen no aprenden. Todo lo que niño haga sea con su cuerpo, con las manos, con canciones. Ellos mientras hagan ellos aprenden, pero si usted está repite y repite solo usted y ellos no hacen nada entonces no aprenden.

13. ¿Qué materiales usa para enseñar dichos temas?

Son varios desde laminas, canciones, puede ser textura. Son diferentes.

14. ¿Piensa usted que este centro cuenta con suficientes materiales y recursos para la enseñanza del inglés?

Para enseñar si necesitamos un poco más de material didáctico.

15. ¿Cómo se podría mejorar la enseñanza en la guardería?

Creo que teniendo más recursos y material.

16. ¿Considera que es importante enseñar inglés en el nivel preescolar? ¿Por qué?

Yo creo que si porque los niños ya están aprendiendo bien su lenguaje el español. Entonces ya podrían empezar con el siguiente lenguaje que dicen que los niños desde pequeñitos



aprenden más, pero yo creo que antes de los tres años no porque los niños como que se marean un poquito no saben si decir en inglés o en español. Pero después de los tres años entienden muy bien.

17. ¿A qué edad cree usted que los niños deberían empezar a aprender inglés? ¿Por qué?

Como le decía después de los tres años porque ya tiene su lenguaje propio. Ellos ya saben diferenciar que uno es inglés y el otro es español porque de no confunden y mientras están hablando hablan entre inglés y español, entonces hacen una mezcla.

Muchas gracias

De nada



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ENTREVISTA NÚMERO 3

Buenos días

1. ¿Cuál es su nombre?

Mi nombre es Jessica Rodas

2. ¿Cuáles son sus años de experiencia como docente?

Ehhh ocho años como ya docente, fuera de las prácticas porque en la universidad también nos exigen bastante lo que son prácticas en esas épocas hicimos prácticas desde primer año

3. ¿Cuáles son sus estudios?

Estudie en la Universidad de Cuenca, yo soy licenciada en estimulación temprana en salud.

4. ¿Cuántos años de experiencia en el nivel preescolar tiene usted?

Tres años

5. ¿Qué áreas o asignaturas se enseñan en esta guardería?

Vera es motricidad gruesa, motricidad fina, cognición, social, autoayuda, ehhh lo que es lógico matemático, y expresión del lenguaje.

6. ¿Cómo motiva a los niños en el proceso de enseñanza-aprendizaje?

Yo lo que trato de trabajar más con ellos es enseñarles mediante el juego, el arte, irnos a los espacios afuera, espacios verdes tratar de que no nos quedemos solo en el aula sentados pintando, no sino que tratemos de ir más allá. A irnos a los espacios verdes, comenzar por ahí y de ahí si para después venir a la aulita a trabajar ya lo mas en hojas o algo.

7. ¿Cómo reaccionan los niños cuando usted les enseña?

Si es que es algo dinámico que les llame mucho la atención que por lo general trato de que sea así la clase, ellos responden osea me, al último se les hace una evaluación hacia más o

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menos grupal y se ve si es que han captado o no han captado la actividad y su es que no pues vuelvo otra vez a reforzarles al día siguiente la misma actividad.

8. ¿En qué tipo de actividades se desempeñan mejor los niños?

Les encanta motricidad gruesa, lo que es bailar, cantar, ehhe hacer ejercicios eso es lo que más les gusta.

9. ¿Qué temas enseña a los niños?

A ver vera yo les trato de preparar para la escolita que es primero de básica, ehhe nociones espaciales, adentro afuera, izquierda derecha, eso es lo que ya deben saber para poder tener una mejor escritura, les enseño las vocales, números, que interioricen su cantidad, pero también que lo pueda escribir. Les preparo también en temas como animales, medios de transporte, miembros de la familia, partes de su cuerpo, colores, saludos, les enseño a cortar. Ellos tienen que salir cortando perfectamente de aquí, eso sería lo mas no, colores, números y todo eso temas para que estén listos para la escolita.

10. ¿Realiza planificaciones didácticas para esos temas?

Si si, trato incluir lo más posible el arte y el juego

11. ¿Qué estrategias/actividades/metodologías utiliza para enseñar esos temas?

Primero comienzo con algo que les llame la atención, por ejemplo, voy a dar los colores, entonces yo primero, vemos cositas, vamos al patio a ver si es que hay flores de los colores que yo les enseño, comenzando por algo concreto y después de haberles hecho la actividad concreta que ellos visualicen lo que son los diferentes colores. Entonces vengo a la aulita hacemos un jueguito con los colores, entonces de ahí si nos centramos ya a pintar con los colores.

12. ¿Considera usted que esas estrategias apoyan el aprendizaje de sus niños? ¿Por qué?



Si más el arte y el juego porque ellos como digo con el juego y el arte es cuando más interiorizan, no están sentados pintado o solo ahí sentados viendo se aburren o no captan tan bien o sino empiezan a estar conversando entre ellos, en cambio al utilizar esto ellos prestan más atención.

13. ¿Qué materiales usa para enseñar dichos temas?

A ver pintura dactilar, punzones, pinturas, crayones, tijeras, papel de revista, papel crepe, eh hh papel seda. Si podemos irnos al parque piedritas, hojitas, eso también les gusta bastante.

14. ¿Piensa usted que este centro cuenta con suficientes materiales y recursos para la enseñanza del inglés?

Pues no, si nos hace falta más materiales.

15. ¿Cómo se podría mejorar la enseñanza en la guardería?

Yo creo que necesitamos mucho más apoyo de los papas porque nosotros podemos aquí enseñarles a los niños, pero so en la casa los papitos no nos ayudan reforzando u poquito más o teniendo un poquito más en cuenta o estar más atentos a lo que los niños necesitan y nosotros también necesitamos para que los niños vayan bien.

16. ¿Considera que es importante enseñar inglés en el nivel preescolar? ¿Por qué?

Yo creo que si porque ya desde chiquitos digamos más pequeños captan más rápido las cosas entonces al ya tener ya un poquito de bases en ingles ya se le va a hacer un poquito más fácil cuando sean más grandes y vayan a la escolita.

17. ¿A qué edad cree usted que los niños deberían empezar a aprender inglés? ¿Por qué?

Yo creo que desde los tres años porque desde esa edad ya los niños pueden estar más tiempo atendiendo eh hh más tiempo sentados y tienen mejor tiempo para atender en cambio los guaguas de dos años no le van a atender y en los 15 minutos se van a aburrir en cambio los de 3 años no.



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ENTREVISTA NUMERO 4

Buenos días

1. ¿Cuál es su nombre?

Ehh mi nombre es Tania Torres

2. ¿Cuáles son sus años de experiencia como docente?

Como docente voy recién 8 meses

3. ¿Cuáles son sus estudios?

Estudie aquí en la Universidad de Cuenca soy licenciada en estimulación temprana

4. ¿Cuántos años de experiencia en el nivel preescolar tiene usted?

8 meses como le comenté recién, obviamente tenía también practicas pre-profesionales.

5. ¿Qué áreas o asignaturas se enseñan en esta guardería?

La motricidad fina, la gruesa, cognición, lenguaje, social, autoayuda, y a veces lógico matemático también.

6. ¿Cómo motiva a los niños en el proceso de enseñanza-aprendizaje?

Bueno yo siempre me dedico a inicial 1 que es de 3 a 5 años. Yo les motivo con videos, con música, les gusta mucho eso.

7. ¿Cómo reaccionan los niños cuando usted les enseña?

Les gusta mucho, a ellos les encanta aprender al menos como cuando a veces salimos al patio todo eso les gusta mucho ehhh los ambientes que son abiertos y todo eso.

8. ¿En qué tipo de actividades se desempeñan mejor los niños?

Les encanta la motricidad fina. Les encanta lo que es la pintura, dibujar les encanta mucho eso.

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9. ¿Qué temas enseña a los niños?

Ehh bueno lo que es números, letras, colores, nociones temporales, vocales, medios de transporte, animales, prendas de vestir y otros.

10. ¿Realiza planificaciones didácticas para esos temas?

Sí, claro que si

11. ¿Qué estrategias/actividades/metodologías utiliza para enseñar esos temas?

Yo siempre empiezo con una canción o con un juego, con videos, buenos los videos les gusta mucho, después de eso, voy a lo que es construcción del conocimiento y jugamos o a través del juego con las pinturas todo y finalmente consolido la actividad que se inició.

12. ¿Considera usted que esas estrategias apoyan el aprendizaje de sus niños? ¿Por qué?

Si les ayuda mucho. También lo he constatado porque aprenden.

13. ¿Qué materiales usa para enseñar dichos temas?

Pues cartulinas, papelógrafos, tijeras, punzones, crayones, pinturas dactilares, revistas y todo tipo de papel, papel crepe, papel seda, todo eso.

14. ¿Piensa usted que este centro cuenta con suficientes materiales y recursos para la enseñanza del inglés?

No, si nos hace falta un poquito más de materiales para que puedan aprender un poquito más.

15. ¿Cómo se podría mejorar la enseñanza en la guardería?

Sin duda alguna contando con más material didáctico

16. ¿Considera que es importante enseñar inglés en el nivel preescolar? ¿Por qué?

Claro que sí, porque están en plena plasticidad neuronal, entonces están en una época en donde absorben absolutamente todo tipo de información.

17. ¿A qué edad cree usted que los niños deberían empezar a aprender inglés? ¿Por qué?



Yo creo que a partir de los tres años porque es en donde fluye enormemente el lenguaje. Si yo creo que si una edad acorde a los tres años.



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CARRERA DE LENGUA Y LITERATURA INGLESA
ENTREVISTA NÚMERO 5

Ehhh Buenos días, hoy día le quería hacer una entrevista y no se

1. ¿Cuál es su nombre?

Bueno mi nombre es María Lorena Núñez del Arco

2. ¿Cuáles son sus años de experiencia como docente?

Mis años de experiencia como docente son más o menos de aproximadamente como 25 años

3. ¿Cuáles son sus estudios?

Yo estude en la Universidad de Kentucky en los Estados Unidos

4. ¿Cuántos años de experiencia en el nivel preescolar tiene usted?

En el nivel preescolar ha sido toda mi vida, realmente desde que me gradué, empecé yo a dar Inglés.

5. ¿Qué áreas o asignaturas se enseñan en esta guardería?

Bueno esta guardería se llama Angelitos de la Universidad de Cuenca, nosotros trabajamos para la Universidad de Cuenca, Ehh nosotros enseñamos por áreas, no por asignaturas. Estas áreas son motricidad gruesa, motricidad fina, lenguaje que incluye inglés, autoayuda que tiene que ver con la adquisición de la independencia y social que hace referencia a la interacción.

6. ¿Cómo motiva a los niños en el proceso de enseñanza-aprendizaje?

Les motivo mucho con juegos, ehh jugamos todo el tiempo, así les motivo.

7. ¿Cómo reaccionan los niños cuando usted les enseña?

Les encanta, les encanta, porque yo les hago muy amenas las clases.

8. ¿En qué tipo de actividades se desempeñan mejor los niños?

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Ellos se desempeñan mejor este jugando, juegan mucho. Son niños que solo piensan en jugar, es el amor más grande.

9. ¿Qué temas enseña a los niños?

Vocales, números, colores, animales, frutas, las figuras geométricas, partes del cuerpo, saludos, medios de transporte, miembros de la familia, todo lo que se puede que sean cosas pequeñas todavía no muy complejas, ehh comandos, mucho comando les enseño. Como se llaman, que edad tienen, Tenemos niños aquí desde un anito hasta los cinco años. Los que más captan son los de tres cuatro años y los de cuatro a cinco años.

10. ¿Realiza planificaciones didácticas para esos temas?

Si todos los días, pero no en Inglés porque no es parte del currículo para preescolares, pero yo considero que el inglés es una asignatura muy importante para enseñar a los niños.

11. ¿Qué estrategias/actividades/metodologías utiliza para enseñar esos temas?

Como le dije hace un rato, es el juego la estrategia más que les enseñamos es la lúdica.

12. ¿Considera usted que esas estrategias apoyan el aprendizaje de sus niños? ¿Por qué?

Por supuesto que sí porque ellos aprenden a través de juegos.

13. ¿Qué materiales usa para enseñar dichos temas?

Nosotros usamos fichas, muñecos, felpos, títeres, laminas, videos.

14. ¿Piensa usted que este centro cuenta con suficientes materiales y recursos para la enseñanza del inglés?

No, no tenemos muchos recursos, yo soy la que me ingenio en hacer algo para tener.

15. ¿Cómo se podría mejorar la enseñanza en la guardería?

Talvez contando con material más didáctico para enseñar.

16. ¿Considera que es importante enseñar inglés en el nivel preescolar? ¿Por qué?



Por supuesto que sí, porque es un lenguaje universal y es indispensable que todos nosotros sepamos el lenguaje Inglés.

17. ¿A qué edad cree usted que los niños deberían empezar a aprender inglés? ¿Por qué?

Yo pienso que los niños desde muy chiquitos, desde un añito, ellos captan el inglés, pero aquí en la escuelita nosotros les enseñamos desde los tres años.



Appendix 4

English Interview Transcription



UNIVERSITY OF CUENCA
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
ENGLISH LANGUAGE AND LITERATURE MAJOR
INTERVIEW NUMBER 1

Good morning, today I want to do an interview that will be useful for my degree work, so let's start

1. Can you tell me what your name is?

My name is Ana María Crespo

2. How many years of experience as a teacher do you have?

As a teacher I have five years of experience, two years here inside the institution.

3. What are your studies?

I studied at the University of Cuenca. I graduated in early stimulation

4. How many years of experience in the preschool level do have?

Five years. Yes, five years.

5. What areas or subjects do you teach in this daycare?

Here, what we teach the most is self-help, fine motor skills, gross motor skills and language.

Those help with the coordination so, children can star everything related with self-help which means dress up by themselves and leave the diaper.

6. How do you motivate children in the process of teaching and learning?

Ehhh children are motivated through games.

7. How do children react when you teach them?



Children take everything good because we teach them using games. They do learn. They are really, really good in that sense. In spite of their early age obviously we teach them what they need, but through the games they learn in faster way.

8. In what type of activities children perform better?

They love everything related to puzzles, clay, paint with temperas, insertion games. Those things.

9. What topics do you teach to the children?

The topics that I teach children depends. They have to learn their name, last name and age. Also, differentiate the day and night. Basic notions of the colors, numbers and animals.

10. Do you perform didactic plans to teach those topics?

We perform the plans daily. We always keep the plans in a folder and we leave it to the responsible in a monthly way. It is a plan per day.

11. What strategies/activities or methodologies do you use to teach those topics?

Everything is through the game, trough the things that they observe. For example, we have different areas such as the nature or differentiate big and small. Then, everything is through the game. We catch little rocks and we see which is the bigger one and the smaller one. Even, between the same children we see who is the tallest and the shortest kid.

12. Do you consider that those strategies support the learning of your children? Why?

Yes, because as children are little, they learn everything through the game.

13. What materials do you use to teach those topics?

Even though, children are very little. We work with sheets of paper, materials from the nature, clay and painting.

14. Do you think that this center has enough materials and resources for the English teaching?



No, obviously sometimes there is a lack of didactic material, but we as teachers have to do that work.

15. How the teaching process could be improved in the Daycare?

Here perhaps, would be having more didactic material to teach as well as telling the parents that there is a time of entrance because here we do not have a establish time. Sometimes they come at ten am, but the activities were done at 9 am. Then, the child could not learn certain skill that we were practicing. This is one of the problems that we have.

16. Do you consider important to teach English in the preschool level? Why?

I believe that yes because right now English is a basic part for everything. It is better to learn at very early ages because they learn more. They are more susceptible of the different things and obviously they retain more.

17. At what age do you think children should start to learn English? Why?

I believe that since the two years old. Ehh yes, since the two years old but simple words.

Although, since the first year because they already have the capacity to learn and sometimes with songs they already learn.

Thank you so much.



**UNIVERSITY OF CUENCA
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
ENGLISH LANGUAGE AND LITERATURE MAJOR
INTERVIEW NUMBER 2**

Good morning, today I want to make an interview that will be useful for my degree work.

1. What is your name?

Andrea Fajardo

2. How many years of experience as a teacher do you have?

I have two years

3. What are your studies?

I studied early stimulation

4. How many years of experience in the preschool level do have?

Two years.

5. What areas or subjects do you teach in this daycare?

Sure, developmental areas are the ones that we work generally. These are gross motor skills fine motor skills, self-help, social, cognition and language.

6. How do you motivate children in the process of teaching and learning?

Well, with the children generally we use music, the movement of the body and the repetition.

7. How do children react when you teach them?

Well, if the activity like children, they repeat and repeat until the end. They usually continue doing the activity and say aunt "I can do it, I can do it" However when children do not like a topic they do not show interest. As children are very little, they really show if they like something or not.

8. In what type of activities children perform better?

Karla Fernanda Mendoza Arias



They like to sing, to paint. They really like the motor skill, run, jump and perform games with balls; it means everything that is movement.

9. What topics do you teach to the children?

Topics, they would be all the skills of the curriculum. All the skills of the curriculum.

10. Do you perform didactic plans to teach those topics?

Yes, each skill has its daily plan.

11. What strategies/activities or methodologies do you use to teach those topics?

Here is the game, through the game basically because with children everything is the game.

12. Do you consider that those strategies support the learning of your children? Why?

Yes, because children learn through what they do. If they do not do, they do not learn. It means all the things that the children do with their bodies, with their hands and with songs.

While children do something by themselves they learn but if you repeat and repeat and they do not do anything they do not learn.

13. What materials do you use to teach those topics?

They are many from sheets, songs and textures. They are different materials.

14. Do you think that this center has enough materials and resources for the English teaching?

To teach we need more didactic material

15. How the teaching process could be improved in the Daycare?

I believe that having more resources and material.

16. Do you consider important to teach English in the preschool level? Why?

I believe that yes because children are learning well their language, which is Spanish. Then, they could start with the next language by the fact that many studies said that very little children learn more. However, I believe that before the three years old is not a good idea



because children get dizzy and they do not know if they have to say something in English or in Spanish, but after the three years old children understand very well.

17. At what age do you think children should start to learn English? Why?

As I told you after the three years old because they already have their own language. They already know how to differentiate that one language is English and the other one is Spanish because before they confuse the language and while they are talking, they talk between English and Spanish, so they make a mixture.

Thank you

You are welcome



UNIVERSITY OF CUENCA
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
ENGLISH LANGUAGE AND LITERATURE MAJOR
INTERVIEW NUMBER 3

Good morning

1. What is your name?

My name is Jessica Rodas

2. How many years of experience as a teacher do you have?

Ehhh eight years as a teacher out of the practices because the university demand us the practices. During that time, we did practices since the first year.

3. What are your studies?

I studied at the University of Cuenca. I graduated from Health Early Stimulation.

4. How many years of experience in the preschool level do have?

Three years.

5. What areas or subjects do you teach in this daycare?

It is gross motor skill, fine motor skill, cognition, social, self-help ehhh mathematical logician and language expression.

6. How do you motivate children in the process of teaching and learning?

What I try to work more with the children is the teaching trough the game, the art or go to the outside areas, green areas and try not to stay only in the classroom painting. Instead, I try to go further. I like to start from there and then, return to the classroom in order to work in sheets or in something.

7. How do children react when you teach them?

If it is something dynamic that calls the attention, which is what I always try to do in the class, children always answer to me. At the end of the class, I usually do an evaluation, which

Karla Fernanda Mendoza Arias



is usually in-group, and then I see if they have learned the activity or not. If children did not learn, I usually reinforce the topic again the next day using the same activity.

8. In what type of activities children perform better?

Children really love the gross motor skill, to dance, to sing, eh to do exercises those activities are the ones that they like the most.

9. What topics do you teach to the children?

I try to prepare them for the school exactly for the first grade. Ehh I teach them spatial notions such as inside, outside, left, right, which is what children should already know in order to have a better writing at school. I teach children the vowels, numbers in a sense that they can internalize the number quantity. I teach the vowels, numbers, so children can internalize its quantity, but also that they can be able to write. I prepare them in topics such as animals, means of transportation, members of the family, parts of the body, colors, greetings and I teach them how to cut. They have to leave this course cutting perfectly. These are the topics, colors, numbers which will help them to be ready for the school.

10. Do you perform didactic plans to teach those topics?

Yes, yes, I try to include as much as possible the art and the game.

11. What strategies/activities or methodologies do you use to teach those topics?

First of all, I start with something that calls the attention of the children. For example, if I am going to teach the colors, first, we see little things, we go to the yard and we see flowers of the colors that I am teaching to them starting from something concrete and after of doing the concrete activity ask children to visualize the different colors. After that, I return to the classroom and we make a game with the colors. Finally, we concentrate in painting worksheets with the different colors.

12. Do you consider that those strategies support the learning of your children? Why?



Yes, because they through the art and game internalize things. They are not only sitting painting or sit watching something. When something like that happens, they get bore and they do not learn or even they start to talk with their classmates. When we use the art and the game, they usually pay more attention,

13. What materials do you use to teach those topics?

Finger paint, punches, paintings m crayons m scissors, magazine paper, crepe paper, silk paper. If we can go to the park, we use little rocks and leaves. Those materials they love too.

14. Do you think that this center has enough materials and resources for the English teaching?

No, we need more materials.

15. How the teaching process could be improved in the Daycare?

I think that we need more support of the parents because we can teach the children but at home, parents should help us to reinforce a little bit more. They have to be more outstanding to what their children need as well as the teachers in order that everything goes well.

16. Do you consider important to teach English in the preschool level? Why?

I think yes because children since very early ages learn things faster. Then, I believe that yes because since they are little, they learn things easily. Then, if children have some little English bases, its learning will be a little bit easier when they be older and go the school.

17. At what age do you think children should start to learn English? Why?

I believe that at three years old because from that age children can stay more time paying attention and more time sitting. They pay attention more time while children from two years old don't pay attention at all. They get bored easily while children from 3 years old don't.



**UNIVERSITY OF CUENCA
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
ENGLISH LANGUAGE AND LITERATURE MAJOR
INTERVIEW NUMBER 4**

Good morning

1. What is your name?

Ehh my name is Tania Torres

2. How many years of experience as a teacher do you have?

As a teacher, I have eight months.

3. What are your studies?

I studied here in the University of Cuenca. I graduated from early stimulation.

4. How many years of experience in the preschool level do have?

Eight months as I told you before. Obviously, I had professional practices.

5. What areas or subjects do you teach in this daycare?

Fine motor skill, gross motor skill, cognition, language, social, self- help and sometimes- mathematical logician too.

6. How do you motivate children in the process of teaching and learning?

Well, I always teach to initial one, which is composed by children from 3 to 5 years old. I motive kids using videos and music. Those things children love.

7. How do children react when you teach them?

They like it so much. They love to learn outside ehhe. They love the open spaces and all of that.

8. In what type of activities children perform better?

They love the fine motor skill. They love to paint and to draw.



9. What topics do you teach to the children?

Well, the numbers, letters, colors, temporal notions, vowels, means of transportation animals, clothes and others.

10. Do you perform didactic plans to teach those topics?

Yes of course

11. What strategies/activities or methodologies do you use to teach those topics?

I always start with a song, game or video. Children love videos. After that, I start with the knowledge construction and then we play.

12. Do you consider that those strategies support the learning of your children? Why?

Yes, they help so much. I have noticed that they learn

13. What materials do you use to teach those topics?

Well, cardboards, scissors, punches, crayons, finger paints, magazines and all type of paper crepe paper, silk paper, all of that.

14. Do you think that this center has enough materials and resources for the English teaching?

No, there is a lack of materials in order that children can learn a little bit more.

15. How the teaching process could be improved in the Daycare?

Without any doubt having more didactic material.

16. Do you consider important to teach English in the preschool level? Why?

Of course, yes because children are in full neuronal plasticity. Then, they are in a period in where they absorb all kind of information.

17. At what age do you think children should start to learn English? Why?

I believe from the three years old because it is the period in where the language flows enormously. I think yeah an age under the three years old.



**UNIVERSITY OF CUENCA
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
ENGLISH LANGUAGE AND LITERATURE MAJOR
INTERVIEW NUMBER 5**

Good morning today I want to make you an interview and I do not know.

1. What is your name?

Well, my name, I am the licentiate Maria Lorena Nunez del Arco.

2. How many years of experience as a teacher do you have?

My years of experience as a teacher are approximate 25 years

3. What are your studies?

I studied in the Kentucky University in the United States.

4. How many years of experience in the preschool level do have?

At the preschool level has being all my life. Truly, since I graduated, I started to give English

5. What areas or subjects do you teach in this daycare?

Well this daycare is called Angelitos. It is from the University of Cuenca. We work for the University of Cuenca. Ehhh we teach by areas not by subjects and these areas are fine motor skills, gross motor skills, language that includes English, self-help that has to be with the acquisition of independence and social, which deals with interaction.

6. How do you motivate children in the process of teaching and learning?

We motive too much with games. We play all the time.

7. How do children react when you teach them?

They love it, because I make the classes enjoyable.

8. In what type of activities children perform better?



They perform better playing. They play too much. They are children that only think in play. It is the greatest love of them.

9. What topics do you teach to the children?

Vowels, numbers, colors, animals, fruits, shapes or geometric figures, parts of the body, greetings, means of transportation, members of the family. Everything that are little things not too complex yet, commands, too many commands I teach them. What are their names, how old are they? We have children from one year old until five years old. The ones that capture the most are those from three to four years old and four to five years old.

10. Do you perform didactic plans to teach those topics?

Yes, everyday but not for English classes because English is not part of the curriculum for preschoolers, but I consider English as a really important subject to teach the children

11. What strategies/activities or methodologies do you use to teach those topics?

As I said before is the game. The strategy that we teach the most is the playful strategy

12. Do you consider that those strategies support the learning of your children? Why?

Yes of course, because they learn through games.

13. What materials do you use to teach those topics?

We use tokens, dolls, stuffed animals, puppets, sheets, videos.

14. Do you think that this center has enough materials and resources for the English teaching?

No, we don't have too many resources. I am the one who ingenui in doing something to have.

15. How the teaching process of teaching and learning could be improved in the Daycare?

Perhaps counting with more didactic material to teach.

16. Do you consider important to teach English in the preschool level? Why?



Yes of course, because it is a universal language and it is indispensable that all of us know the English language.

17. At what age do you think children should start to learn English? Why?

I think children since they are very little. Since they are one year old they acquire the English, but here in this school, we teach since the three years old.

Appendix 5

Content Analysis

1. Areas for Teaching

T1: Here, what we teach the most is self-help, fine motor skills, gross motor skills and language. Those help with the coordination so, children can star everything related with self-help which means dress up by themselves and leave the diaper.

T2: Sure, developmental areas are the ones that we work generally. These are: gross motor skills fine motor skills, self-help, social, cognition and language.

T3: It is gross motor skill, fine motor skill, cognition, social, self-help ehhe mathematical logician and language expression.

T4: Fine motor skill, gross motor skill, cognition, language, social, self- help and sometimes mathematical logician too.

T5: Well this daycare is called Angelitos. It is from the University of Cuenca. We work for the University of Cuenca. Ehhe we teach by areas not by subjects. and these areas are: fine motor skills, gross motor skills, language which includes English, self-help that has to be with the acquisition of independence and social which deals with interaction.

2. Children's Motivation

T1: Ehhe children are motivated trough games.

T2: Well, with the children generally we use music, the movement of the body and the repetition.

T3: What I try to work more with the children is the teaching trough the game, the art or go to the outside areas, green areas and try not to stay only in the classroom painting. Instead, I try to go further. I like to start from there and then, return to the classroom in order to work in sheets or in something.



T4: I motivate them using videos, music. Those things children love.

T5: We motivate too much with games. We play all the time.

3. Learning Activities

T1: They love everything related to puzzles, clay, paint with temperas, insertion games.

Those things.

T2: They like to sing, to paint. They really like the motor skill, run, jump and perform games with balls, it means everything that is movement.

T3: Children really love the gross motor skill, to dance, to sing, ehhe to do exercises those activities are the ones that they like the most.

T4: They love the fine motor skill. They love to paint and to draw.

T5: They perform better playing. They play too much. They are children that only think in play. It is the greatest love of them.

4. Topics for Teaching

T1: The topics that I teach children depends. They have to learn their name, lastname and age. Also, differentiate the day and night. Basic notions of the colors, numbers and animals.

T2: Topics, they would be all the skills of the curriculum. All the skills of the curriculum.

T3: I try to prepare them for the school exactly for the first grade. Ehhe I teach them spatial notions such as inside, outside, left, right, which is what children should already know in order to have a better writing at school. I teach children the vowels, numbers in a sense that they can internalize the number quantity. I teach the vowels, numbers, so children can internalize its quantity, but also that they can be able to write. I prepare them in topics such as animals, means of transportation, members of the family, parts of the body, colors, greetings and I teach them how to cut. They have to leave this course cutting perfectly. These are the topics, colors, numbers which will help them to be ready for the school.



T4: Well, the numbers, letters, colors, temporal notions, vowels, means of transportation animals, clothes and others.

T5: Vowels, numbers, colors, animals, fruits, shapes or geometric figures, parts of the body, greetings, means of transportation, members of the family. Everything that are little things not too complex yet, commands, too many commands I teach them. What are their names, how old are they? We have children from one year old until five years old. The ones that capture the most are those from three to four years old and four to five years old.

5. Methodologies and Strategies for Teaching

T1: Everything is through the game, through the things that they observe. For example, we have different areas such as the nature or differentiate big and small. Then, everything is through the game. We catch little rocks and we see which is the bigger one and the smaller one. Even, between the same children we see who is the tallest and the shortest kid.

T2: Here is the game, through the game basically because with children everything is the game.

T3: First of all, I start with something that calls the attention of the children. For example, if I am going to teach the colors, first we see little things, we go to the yard and we see flowers of the colors that I am teaching to them starting from something concrete and after of doing the concrete activity ask children to visualize the different colors. After that, I return to the classroom and we make a game with the colors. Finally, we concentrate in painting worksheets with the different colors.

T4: I always start with a song, game or video. Children love videos. After that I start with the knowledge construction and then we play.

T5: As I said before is the game. The strategy that we teach the most is the playful strategy

6. Learning Materials



T1: Even though, children are very little. We work with **sheets of paper**, materials from the nature, clay and **painting**.

T2: They are many from **sheets**, songs and textures. They are different materials.

T3: **Finger paint**, punches, **paintings**, **crayons**, **scissors**, **magazine paper**, **crepe paper**, silk paper If we can go to the park we use little rocks and leaves. Those materials they love too.

T4: Well, cardboards, **scissors**, punches, **crayons**, **finger paints**, **magazines** and all type of **paper crepe paper**, silk paper, all of that.

T5: We use tokens, dolls, stuffed animals, puppets, **sheets**, videos.

7. Daycare Needs

T1: Here perhaps, would be having **more didactic material** to teach as well as telling the parents that there is a time of entrance because here we do not have a stablsh time.

Sometimes they come at ten am, but the activities were done at 9 am. Then, the child could not learn certain skill that we were practicing. This is one of the problems that we have.

T2: I believe that **having more resources and material**.

T3: I think that we need more support of the parents because we can teach the children but at home parents should help us to reinforce a little bit more. They have to be more outstanding to what their children need as well as the teachers in order that everything goes well.

T4: Without any doubt having **more didactic material**.

T5: Perhaps counting with **more didactic material to teach**.

8. Preschool English Importance

T1: I believe that **yes** because right now English is a basic part for everything. It is better to learn at very early ages because they **learn more**. They are more susceptible of the different things and obviously they retain more.



T2: I believe **that yes** because children are learning well their language which is Spanish.

Then, they could start with the next language by the fact that many studies said that very little children **learn more**. However, I believe that before the three years old is not a good idea because children get dizzy and they do not know if they have to say something in English or in Spanish, but after the three years old children understand very well.

T3: I think **yes** because children since very early ages learn things faster. Then, I believe that yes because since they are little, they **learn things easily**. Then, if children have some little English bases its learning will be a little bit easier when they be older and go the school.

T4: Of course, **yes** because children are in full neuronal plasticity. Then, they are in a period in where they absorb all kind of information.

T5: **Yes** of course, because it is a universal language and it is indispensable that all of us know the English language.

9. English Learning Age

T1: I believe that since the two years old. Ehh yes, since the two years old but simple words. Although, since **the first year** because they already have the capacity to learn and sometimes with songs they already learn.

T2: As I told you after the **three years old** because they already have their own language. They already know how to differentiate that one language is English and the other one is Spanish because before they confuse the language and while they are talking, they talk between English and Spanish, so they make a mixture.

T3: I believe that at **three years old** because from that age children can stay more time paying attention and more time sitting. They pay attention more time while children from two years old don't pay attention at all. They get bored easily while children from 3 years old don't.

T4: I believe from the **three years old** because it is the period in where the language flows enormously. I think yeah an age under the three years old.



T5: I think children since they are very little. Since they are one-year-old they acquire the English, but here in this school, we teach since the three years old.

Appendix 6

Annexes



Figure 1 children looking to one of the flashcards of the booklet.



Figure 2 kids recognizing the drawing that they have in front.



Figure 3 children telling the colors in English.



Figure 4 children telling the shapes using English.



Figure 5 one of the teachers asking children about vowels.



Figure 6 children receiving materials.



Figure 7 materials give for the children of the daycare.



Figure 8 booklet and CD provided to the daycare teachers.



Figure 9 formal delivery of the booklet to the principal of the daycare.



Figure 10 one of the kids playing with some of the given materials.



Figure 11 some of the children playing with the new materials.